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COVER DESIGN

The Vista Del Mar Union School in Santa Barbara County is well named, resting as it does at the foot of craggy hills and commanding a view of the ocean.

Recent Educational Accomplishments

VIERLING KERSEY, *Superintendent of Public Instruction*

What we plan to do and what we may be able to accomplish are predicted always upon previous plans and previous accomplishments. At the beginning of a new school year we, therefore, take stock of our accomplishments and consider our responsibilities and formulate plans for the future.

For the purposes of this article these statements are informally and somewhat personally reported. The period of years considered in the listing of accomplishments is limited to five. No statement of explanation or apology is presented concerning much that should have been done. No claim to credit for any one individual is made. One motive only is to be read into or out of this statement, and that is the motive of determined, honest effort to improve the educational opportunities of those attending our public schools and to attain this improvement at greatest economy of cost, time, and effort. Your State Department of Education is glad to review these accomplishments and happy to have helped lead the way.

SUMMARY OF ACCOMPLISHMENTS

During the past five years many significant accomplishments have been made in public education. In the following summary only a few of the most important are listed and discussed briefly.

Cooperation Between Educational Agencies

During the past several years the various agencies responsible for the direction of the program of public education have developed an increasing spirit of cooperativeness based on a sense of interdependency. In all phases of education in California—public and private, rural and city, between the northern and southern parts of the state, between the various levels of education, between the State Department of Education and the several counties and local school districts—this cooperation has been evidenced. This interdependency and increased cooperation is a reflection of the confidence reposed by one agency in another and of the friendship established between educational leaders, and of a fine spirit of professional service.

Development of Public Relations Programs

The public relations programs of the public schools throughout the state have succeeded well during the immediately preceding years.

The 1935 Legislature was friendly to education. The Governor has been mindful of the needs of the educational profession, of educational institutions, and of childhood; his own attitude and his responsiveness in behalf of the educational rights of those who are served in our classrooms has assisted educational progress. The sentiment of every large group of citizens, parents, and taxpayers is one of favorable response based on an understanding of the place of public education in our social order. The progress which public education has made during past years has resulted in a large measure from good public relations activities on the part of the schools.

Professional Organizations

Professional organizations within the circle of public education in our state have tended toward cooperative unity, elimination of bitterness and hatred, confidence, and a body of services of advantage to children and public school patrons. The constructive, far reaching, deep meaning, cooperative plans and programs of such organizations as the National Education Association, the California Teachers Association, the California School Employees Association, the California School Trustees Association, and all the specialized and local professional groups and organizations have eliminated all the force of the argument implied in the statement that "the forces of education can not unite and get together."

Tax Relief and Increased State Support for Schools

The tax relief plans proposed and accomplished in the provisions of the Riley-Stewart amendment, approved by the people, truly bring to realization two great objectives all have desired: (1) the development of education more and more as a state function, and (2) the relief of the burden for school support so inequitably carried by common property taxpayers and small home owners.

Education During the Emergency

The phases of the emergency in American life which education has met in California represent real accomplishment. Education has rendered unusual service in the maintenance and improvement of morale among our people during depressed days. How many subversive influences have been held down, how many suicides prevented, homes held together, how much faith in America has been restored by education during these days in our state—we can not estimate. We believe we are truly stating the case when we say that had it not been for all that education has done it would be impossible for us to predict what would have happened. The service to unemployed teachers during these days through the establishment by the State Department of Education of an emergency education program which became a model for the country is deserving of mention.

The distress and loss caused by earthquakes in California made a most important phase of the emergency program necessary. The cooperation of the 1933 Legislature, the federal government, local school boards, the State Division of Architecture, the State Department of Education, and the school leaders of California is an accomplishment deserving great commendation.

The State Emergency Relief Administration made it possible for the State Department of Education to undertake a survey of school-housing adequacy on a state wide basis. This survey is rapidly nearing completion and the results will be published in the near future. Brief statements concerning the survey and some of its findings will be found in the August and present numbers of *California Schools*.¹

The Elementary School Principalship

During recent years the elementary school principalship has attained an increasingly higher professional status. Elementary principals throughout the state have taken increased responsibility for the direction of educational programs and the supervision of instruction and have endeavored to relegate clerical detail to a subordinate position. This tendency is of great significance for elementary education. Some-what over a year ago the State Department of Education, in cooperation with the California Elementary School Principals Association, undertook a survey of the status of the elementary school principalship. This survey is now completed and is reported in an issue of the *Department of Education Bulletin* to be distributed in the near future.²

Rural School Supervision

Education in rural communities in California has made extremely great progress during recent years. This progress is due in a very large part to the excellent service in the field of rural school supervision. Rural school supervision in California has attained a highly professional status and is comparable to the best to be found in the nation.

Reorganization of Secondary Education

During the past few years the state wide committee appointed by the Superintendent of Public Instruction to initiate a program for reorganization of secondary curricula has made significant progress. Little has been reported of the committee's work to date. Such a project involves long term planning and many years will be required before tangible results may be seen and understood. Possibly the most significant element thus far apparent in connection with the reorganization of secondary school curricula is the fact that no program or curriculum is being handed down to secondary school principals by a

¹C. M. Hirst, "Survey of School Building Adequacy in California." *California Schools*, VI (August, 1935), 289-295.

²*The Elementary School Principalship in California*. State of California Department of Education Bulletin No. 19, October 1, 1934.

state educational authority. The principals themselves together with representative committees of teachers are making their own plans, assisted by leaders from outside the group. Reports of projects from local school systems in this connection have been most encouraging. Progress thus far made in the development of secondary school curricula designed better to meet the changing conditions of our present social order gives promise of real success in the near future.

Teacher Training

Significant progress has been made during the past several years in the development of increased standards for the certification of educational personnel. In this undertaking there has been the closest cooperation between public school administrators, teacher training institutions, and the State Department of Education. New requirements for the various credentials for teachers and administrators are contained in *Regulations Governing Granting of Credentials and Certificates for Public School Service in California*.¹

Adult Education

In no field of education has greater advance been made during recent years than in the field of adult education. Briefly stated this advance is characterized by a decided change in emphasis with reference to the programs offered in adult education. No longer are classes for adults limited largely to classes in Americanization and classes closely paralleling the traditional high school curriculum. The modern program of adult education now offers opportunities covering practically the whole range of educational interests of adults.

Higher Education

Increased demands for more extended opportunities in higher education have come from all areas in the state. This demand has taken the form not only of increased enrollments in the several institutions of higher education, but even more important has been the demand for opportunities of a more varied type than are represented by the traditional college program. Possibly the most significant advance in the direction of more and better educational opportunities on the collegiate level is the transformation of the seven state teacher colleges into state colleges. Although teacher training remains the primary purpose of these institutions, the change in name is accompanied by a change in purpose allowing all institutions to meet the needs of large numbers of students who desire a broad program of liberal and cultural training.

¹ *Regulations Governing Granting of Credentials and Certificates for Public School Service in California*. State of California Department of Education Bulletin No. 12, June 15, 1935.

State Department of Education

There has been within the State Department of Education during the past five or six years a type of integral reorganization designed better to meet the responsibilities of the Department toward the public school system. This reorganization has been in the direction of eliminating what might be called "compartments" within the Department, and establishing services on such a basis that the Department of Education functions as an integrated whole. Although the Department consists of several divisions and bureaus, the functioning of each of these is directed toward the achievement of certain major responsibilities which should be rendered by the Department as a whole. The work of each division and bureau is planned in such a way that it coordinates closely with the work of every other office within the Department. In this way it is felt that the Department of Education has been able to render a more effective service to the public schools of the state. Continuance of this policy it is hoped will enable the Department to fulfill its responsibilities more effectively in the future.

An analysis of past accomplishments considered together with existing conditions may well form the basis for the formulation of the principal responsibilities which education must face in the immediate future. The problems which confront the educational profession at the present time seem to be distinctly professional in nature. In view of definite accomplishments herein reported and in view of current conditions in American life and in American education, the principal responsibilities confronting public education in California appear to be concerned with the following subjects:

1. The new curriculum
2. The relationship of the federal government to the states in educational matters
3. The professional improvement of teaching personnel
4. Improvement of the structure of school finance
5. Educational organization and administration
6. Public relations and education

These responsibilities will form the subject of an article to be presented in the next issue of *California Schools*.

Will Rogers

The passing of this prominent American, dynamic Westerner, and genial apostle of good feeling must not go unnoticed. This publication, a professional journal, accords space to a word of recognition.

No one could have influenced the feelings of a people, stimulated their mirth, portrayed homely, simple life to their delight, or appeared always as a clean entertainer, a modest man, a devoted lover of children as did Will Rogers, without exemplifying the traits, personality, and human interest of the teacher.

For school children, public education, and teachers, he had a genuine fondness.

We hope those who follow him in all his activities will copy him. We have a pleasing memory, a wholesome respect, and warm friendship for him as well as a keen admiration for his life.

It was a privilege to know him as a personal friend; to miss him so much more because of that causes me to hope we may all of us so live in fellowship with our associates that we too may be missed the more for our living.

A handwritten signature in cursive script, appearing to read "W. Jersey". The signature is fluid and elegant, with a long, sweeping underline that extends to the right.

Superintendent of Public Instruction

Suggested Content of Records of School District Receipts and Disbursements

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction,
and Chief, Division of Research and Statistics*

The following suggestions concerning the minimum content of forms for recording school district receipts and disbursements are offered for the advice of county superintendents of schools and such city and district superintendents and principals as desire to conform, in minimum details, to a standard uniform state form. Variations in sequence of items, in style and form, and in the amount of detailed identification or classification of expenditure items will, of course, be necessary to meet local needs and the requirements of bookkeeping methods and equipment employed. It is suggested, however, that *all* records of school district receipts and disbursements carry all of the suggested items, and that in so far as possible standardization of actual forms be attempted in order to secure the advantage of lower prices for printing.

Classifications and Funds

The detailed Source of Receipts and Disbursements classifications follow the classifications of the school district budget forms prescribed by this office. The suggested fund statements cover the several funds which the author believes must be established for the several types of school districts in accordance with the requirements and limitations imposed by the School Code. Not all of these funds must be carried for each district, since some districts may have no occasion to use such funds as the bond fund, the Indian fund, the special federal fund, or the reserve fund. For such districts as may have these funds, a blank section can be provided in the form, in which the name of one of these specialized funds can be written, or an extra ledger sheet, page, or insert can be provided, with blank titles, to accommodate these funds for the comparatively few districts requiring them.

Register of Warrants

The requirements imposed by School Code section 4.352 upon county superintendents to keep a register of warrants will be met by a form containing the minimum content suggested herein, excepting that no provision is made for the requisition receipts required by said section.

Interdistrict Transfers**Teachers' Salary Funds and General Funds**

The statements relative to the Salary Fund and the General Fund contained in the following detailed itemization of suggested content of records of school district receipts and disbursements will be found to differ from the statements contained in the author's statements in the article "School District Funds" published in the November, 1934, number of *California Schools*. The differences are due to an interpretation recently decided upon by the Department of Education and concurred in verbally by a representative of the Attorney General's office relative to the applicability of the constitutional limitation on the use of state and county school funds for teachers' salaries.

Teacher's Salary Funds—Interpretation of Constitutional Limitation

This interpretation is to the effect that the requirement that "The entire amount of money provided by the state, and not less than 60 per cent of the amount of money provided by county, or city and county, school taxes shall be applied exclusively to the payment of public school teachers' salaries"¹ applies solely to the amounts required by this section² and by section 15 of Article XX of the Constitution³ to be provided by the state and by the counties for the support of elementary schools and high schools. In other words, our present interpretation is that the only amounts required by the Constitution to be reserved exclusively for the payment of teachers' salary are apportionments from the State (elementary) School Fund and from the State High School Fund, and 60 per cent of apportionments for elementary and high schools from the State General Fund.

Teachers' Salary Fund Transfers

The opinion of the Attorney General⁴ to the effect that moneys may be transferred from teachers' salary funds of elementary school districts to high school districts for tuition of seventh and eighth grade pupils in junior high schools is construed by this department as applicable to the salary funds of high school districts also. Thus, if the opinion cited is valid, moneys may also be transferred from the salary funds of elementary school districts to other elementary school districts, or from the salary funds of high school districts to other high school districts or to junior college districts for tuition of pupils under contract. It is our belief that, since the moneys in the teachers' salary funds must be expended exclusively for teachers' salaries, if such moneys are transferred to other districts they must be paid into a

¹ Constitution, Art. IX, sec. 6.

² *Idem*.

³ Sec. 15 of Art. XX, enacted in 1933, substitutes apportionments from the State General Fund for the county elementary and high school taxes required in sec. 6 of Art. IX.

⁴ Opinion No. 9946, May 14, 1935.

teachers' salary fund and expended exclusively for teachers' salaries by the districts receiving such moneys by transfer.

Other Fund Transfers

Similarly, all moneys transferred from one district to another district from any fund the uses of which are limited by legal provisions, should be paid into the comparable fund of the district receiving such moneys by transfer. This applies not only to payments made for tuition or other educational services performed by one school district for another under contract,¹ but also to moneys transferred as a result of the uniting² or unionization³ of districts, the dissolution of a union district,⁴ the annexation of one school district to another district,⁵ or as a result of the attachment of a lapsed district to another district.⁶

SUGGESTED MINIMUM CONTENT FOR RECORDS OF SCHOOL DISTRICT RECEIPTS AND DISBURSEMENTS

The following items are suggested as the minimum content which should be included in forms employed for recording the receipts and disbursements of school districts. Each item listed represents a vertical column, line entries in which should be numbered, each number representing one fiscal transaction; i.e., either a receipt or a disbursement.

I. Identification of warrant

- A. Date (county superintendent of schools⁷)
- B. Order number (county superintendent of schools⁸)
- C. Code classification number. (See school district budget form prescribed by Superintendent of Public Instruction for expenditure classifications and code numbers)
- D. Name of payee (in whose favor warrant was drawn)
- E. Purpose or source. (Enter purpose of each warrant or source of each receipt)

II. Fund statement

- A. Master control: all funds except reserve funds
 - 1. Receipts
 - 2. Disbursements
 - 3. Balance

¹ School Code sec. 2.20.

² School Code secs. 2.160; 2.580.

³ School Code secs. 2.230; 2.241; 2.260.

⁴ School Code secs. 2.290-2.302.

⁵ School Code sec. 2.590.

⁶ School Code secs. 2.174-2.178.

⁷ School Code sec. 4.347.

⁸ *Idem.*

- III. Specific funds. (See statement and explanation of specific funds below. For each fund required because of legal limitations on the use of specified moneys there should be a statement of receipts, disbursements, and balance)
- IV. Distribution of receipts, by sources
- A. Federal funds. (Include all federal moneys, regardless of purpose, including one-half of vocational education apportionments, actually paid into the county treasury to the credit of the district, except federal forest reserve funds apportioned to the district)
 - B. State apportionments. (Include one-half of vocational education apportionments)
 - C. Unapportioned county funds. (Include emergency apportionments and apportionments for migratory schools)
 - D. County taxes. (Current and delinquent county taxes on solvent credits, delinquent county taxes on intangible securities, delinquent county elementary and high school taxes, and delinquent and current county junior college tuition taxes)
 - E. District taxes (current and delinquent)
 - 1. Special tax. (Include district and municipal taxes for kindergartens and elementary schools, all district and municipal taxes for high schools, all junior college district taxes, and receipts from high school tuition taxes levied on elementary school districts not in a high school district)
 - 2. Special building tax (for elementary school districts only)
 - F. Sale of bonds
 - G. Miscellaneous. (Enter all receipts not included under any other classification)
 - H. Total net receipts (total of 1 to 7, inclusive)
 - I. Transfers from other districts (for tuition or educational services, or because of annexation, etc.)
 - J. Total receipts (8 plus 9)
- V. Distribution of disbursements, by purposes. (See budget form for explanation of classifications)
- A. Administration
 - B. Instruction
 - 1. Teachers' salaries
 - 2. Other instructional expense
 - C. Library
 - D. Operation of plant
 - E. Maintenance of plant

- F. Auxiliary agencies
 - 1. Transportation of pupils
 - 2. Other auxiliary agencies
- G. Special expense charges (excluding transfers to other districts)
- H. Total current expenditures (1 to 7, inclusive)
- I. Capital outlays
- J. Total expenditures (8 plus 9)
- K. Transfers (to other districts or to unapportioned county elementary school fund)
- L. Total disbursements (10 plus 11)

STATEMENT AND EXPLANATION OF FUNDS

The several specific funds which should be set up for the different types of districts because of legal limitations on the use of moneys derived from certain specified sources, together with a statement of the limitations which are imposed, are indicated below.

I. Elementary school districts

A. Teachers' salary fund

1. Receipts

Credit prior year balance in teachers' salary fund; all receipts during the fiscal year from the State (elementary) School Fund and 60 per cent of all receipts from the State General Fund;¹ 60 per cent of receipts from delinquent county elementary school taxes² levied prior to 1933-1934; amounts received from the salary fund account of the unapportioned county elementary school fund;³ and amounts received by transfer from the salary funds of other districts.

2. Disbursements

Include all payments made from this fund during the fiscal year. This fund may be used only to pay the salaries of elementary school teachers (not kindergarten teachers) or to pay tuition to other districts for elementary school pupils or for seventh and eighth grade pupils in junior high school.⁴

3. Balance

B. Library fund

1. Receipts

Credit prior year balance, if any, in library fund and amounts budgeted for the library fund⁵ and placed in the library fund from apportionments from the State General Fund during the fiscal year.

2. Disbursements

Include all payments made from this fund during the fiscal year. This fund may be used only for the purchase of school apparatus and books for a school library, including supplementary books,⁶ or for transfer to the county library.⁷

3. Balance

¹ Constitution, Art. IX, sec. 6, par. six; Art. XIII, sec. 15, par. one.

² Constitution, Art. IX, sec. 6, par. six.

³ Emergency apportionments, School Code sec. 4.190; and apportionments for migratory schools, School Code sec. 3.612.

⁴ *Idem*; also Attorney General's Opinion No. 9946.

⁵ School Code secs. 6.540-6.544; 6.550-6.555.

⁶ School Code sec. 6.560.

⁷ School Code sec. 6.534.

C. General fund

1. Receipts

Credit prior year balance in this fund; 40 per cent of receipts from the State General Fund, less amounts credited to the library fund; receipts from the county forest reserve school fund;¹ 40 per cent of receipts from delinquent county elementary school taxes levied prior to 1933-1934; receipts from county taxes on solvent credits;² receipts from delinquent county taxes on intangible securities³ levied prior to 1935-1936; amounts received from the General Fund account of the unapportioned county elementary school fund;⁴ amounts received by transfer from the general funds of other districts; and receipts from municipal taxes.⁵

2. Disbursements

Include all payments made from this fund during the fiscal year. This fund may be used for any purpose, except kindergartens, for which school moneys may be legally expended.

3. Balance

D. Special maintenance fund

1. Receipts

Credit prior year balance in this fund; all receipts from elementary school district maintenance tax,⁶ including amounts levied for kindergartens; and amounts received by transfer from the special maintenance funds of other elementary school districts.

2. Disbursements

Include all payments made from this fund during the fiscal year. This fund may be used only for current expenditures, for kindergartens and elementary schools, and may not be employed for capital outlay purposes.

3. Balance

E. Special building fund

1. Receipts

Credit prior year balance in this fund and receipts from elementary school district building tax.⁷

2. Disbursements

Include all payments made for this fund during the fiscal year. Insurance and repairs of school property may be paid from this fund,⁸ otherwise this fund may be used for capital outlays only and not for current expenditures.

3. Balance

F. Building bond fund

1. Receipts

Credit prior year balance in this fund and receipts from the sale of bonds only.⁹

¹ General Laws (Deering) Act 2685, sec. 4.

² Political Code sec. 2627a.

³ *Idem*.

⁴ See footnote 3, page 325.

⁵ Municipal taxes levied under authorization of city charter or state general laws.

⁶ School Code sec. 4.375, par. 1.

⁷ *Idem*.

⁸ Los Angeles City school district of Los Angeles County versus Pane (County Auditor), 216 Cal. 588.

⁹ School Code sec. 4.975.

2. Disbursements

Include all payments made from this fund during the fiscal year. This fund may be used only for the purposes for which the bonds were issued.¹

3. Balance

G. Reserve maintenance fund

1. Receipts

Credit prior year balance in this fund and receipts from current and delinquent district maintenance taxes only in excess of budgetary requirements.²

2. Disbursements

Include all apportionments made from this fund to the special maintenance fund during the fiscal year.³

3. Balance

NOTE.—Receipts in the reserve maintenance fund should be credited to the district as receipts from district maintenance taxes. Disbursements from this fund constitute fund transfers only and should be recorded as receipts and disbursements of the special maintenance fund only. Balances in this fund at the beginning and close of the year should be included in the total balances to the credit of the district as of these dates.

H. Reserve building fund

1. Receipts

Credit prior year balances in this fund and receipts from current and delinquent district building taxes only in excess of budgetary requirements.⁴

2. Disbursements

Include all apportionments made from this fund to the special building fund during the fiscal year.⁵

3. Balance

NOTE.—Receipts in the reserve building fund should be credited to the district as receipts from district building taxes. Disbursements from this fund constitute fund transfers only and should be recorded as receipts and disbursements of the special building fund only. Balances in this fund at the beginning and close of the year should be included in the total balances to the credit of the district as of these dates.

I. Indian fund

1. Receipts

Credit prior year balance in this fund and all amounts received during the fiscal year from the Federal government for the education and welfare of Indian children.

2. Disbursements

Include all payments made from this fund during the fiscal year. This fund may be used only for the purposes specified in the contract between the Superintendent of Public Instruction and the Secretary of the Interior. Such purposes include only the education and transportation of Indian children, provision of school lunches, and medical and dental

¹ *Idem.*

² School Code secs. 4.378-9.

³ School Code sec. 4.379.

⁴ School Code sec. 4.378.9.

⁵ School Code sec. 4.379.

service for Indian children, supervision of attendance of Indian children, and maintenance and repairs of school buildings used for Indian children.

3. Balance

J. Special federal funds

SERA, WPA, or other federal grants, paid into the county treasury to the credit of the school district and disbursed by warrant drawn by the governing board of the school district, may be expended only in accordance with specific limitations federally imposed. A separate fund should therefore be set up for each of such grants.

1. Receipts

Credit prior year balance and amounts received from federal grants in each special federal fund during the fiscal year.

2. Disbursements

Include all payments made from each special federal fund during the fiscal year for the purposes approved by the federal government.

3. Balance

II. High school districts

A. Teachers' salary fund

1. Receipts

Credit prior year balance in this fund; all receipts from the State High School Fund and 60 per cent of receipts from the State General Fund;¹ 60 per cent of receipts from delinquent county high school taxes² levied prior to 1933-34; amounts received from the salary fund account of the unapportioned county high school fund;³ and amounts received by transfer from the salary funds of other districts.

2. Disbursements

Include all payments made from this fund during the fiscal year. This fund may be used only to pay teachers' salaries or to pay tuition to other districts.⁴

3. Balance

B. General fund

1. Receipts

Credit prior year balance in this fund; 40 per cent of receipts from the State General Fund; all amounts received from federal-state apportionments for vocational education; 40 per cent of receipts from delinquent county high school taxes levied prior to 1933-34; receipts from county taxes and solvent credits;⁵ receipts from delinquent county taxes on intangible securities⁶ levied prior to 1935-36; receipts from county junior college tuition taxes;⁷ receipts from high school district taxes;⁸ amounts received from the General Fund account of the unapportioned county high school fund;⁹ amounts received by

¹ Constitution, Art. IX, sec. 6, par. six; Art. XIII, sec. 15, par. one.

² Constitution, Art. IX, sec. 6, par. six.

³ Emergency apportionments, School Code sec. 4.250; payments for tuition, School Code secs. 3.303; 3.304, 3.306; reimbursement for pupil transportation, School Code sec. 4.251; reimbursement for textbooks, School Code sec. 6.383.

⁴ Constitution, Art. IX, sec. 6, par. six; Art. XIII, sec. 15, par. one; also A. G. O. No. 9946.

⁵ Political Code, sec. 3627a.

⁶ *Idem*.

⁷ School Code secs. 4.270-4.278.

⁸ School Code sec. 4.375, par. two.

⁹ See footnote 3 on page 325.

transfer from the general funds of other high school districts; receipts from municipal taxes;¹ and receipts from high school tuition taxes levied on elementary school districts not in a high school district.²

2. Disbursements

Credit all payments made from this fund during the fiscal year. This fund may be used for any purpose for which any high school district moneys may legally be expended.

3. Balance

C. Building bond fund

See I, F, above

D. Reserve fund

1. Receipts

Credit prior year balance in this fund and receipts from current and delinquent district taxes only in excess of budgetary requirements.³

2. Disbursements

Include all apportionments made from this fund to the general fund of the district during the fiscal year.⁴

3. Balance

Note: Receipts in the reserve fund should be credited to the district as receipts from district taxes. Disbursements from this fund constitute fund transfers only and should be recorded as receipts and disbursements of the General Fund of the district. Balances in this fund at the beginning and close of the year should be included in the total balances to the credit of the district as of these dates.

E. Indian fund

See I, I, above

F. Special federal funds

See I, J, above

III. Junior college districts

A. Teachers' salary fund

1. Receipts

Credit prior year balance in this fund and amounts received by transfer from the salary funds of other junior college districts or from the salary funds of high school districts for tuition of non-resident students attending under contract from a high school district maintaining a junior college.

2. Disbursements

Include all payments made from this fund during the fiscal year. This fund may be used only to pay teachers' salaries or to pay tuition to other districts.

3. Balance

B. General fund

1. Receipts

Credit prior year balance in this fund; receipts from the state junior college fund;⁵ receipts from county junior college tuition taxes;⁶ and amounts received by transfer from the general funds of other

¹ Municipal taxes levied under authorization of city charters or state general laws.

² School Code secs. 2.464-6; 2.505.

³ School Code secs. 4.378-9.

⁴ School Code sec. 4.379.

⁵ School Code secs. 4.941-4.944; 4.52.

⁶ School Code secs. 4.270-4.278.

junior college districts, or from the general funds of high school districts maintaining junior college courses, for tuition, under contract.¹

2. Disbursements

Include all payments made from this fund during the fiscal year. This fund may be used for any purpose for which junior college district moneys may be legally expended.

3. Balance

C. Building bond fund

See I, F, above

D. Reserve fund

Same as II, D, above, except applying to junior college district taxes

E. Special federal funds

See I, J, above

¹ School Code secs. 2.20; 3.415.

Survey of School Building Adequacy in California

C. M. HIRST, *Assistant Chief, Division of Schoolhouse Planning, and
Director of the Survey*

SCHOOLHOUSING ADEQUACY IN ELEMENTARY SCHOOL DISTRICTS NOT ADMINISTERED BY CITY SUPERINTENDENTS OF SCHOOLS

The nature and scope of the Survey of School Building Adequacy in California being undertaken by the State Department of Education were described in the August, 1935, number of *California Schools*.¹ For purposes of the survey all school districts in the state were divided into the four following groups: (1) all elementary school districts not administered by city superintendents of schools, (2) all elementary school districts administered by city superintendents of schools, (3) all high school districts, and (4) all junior college districts. The former article presented data concerning the school housing needs and financial status of the group of elementary school districts not administered by city superintendents of schools. It was shown that in all counties except three the group of elementary school districts not administered by city superintendents of schools, considered as a whole, has sufficient financial ability to provide necessary schoolhousing facilities.

Data on the cost of school building needs in four counties not included in the former article have since been computed as follows: Orange, \$1,666,735; Riverside, \$664,589; San Mateo, \$1,013,040; Santa Barbara, \$403,600. When these figures are added to those previously reported for the other counties, the total estimated cost of necessary schoolhousing facilities in elementary school districts not administered by city superintendents of schools is \$33,287,305. This amount of money, when added to the present bonded indebtedness of this group of districts, \$26,170,834, is equal to 3.25 per cent of the total assessed valuation of the districts, or 65 per cent of the total bonding limit stipulated by law.

In all counties except two, however, there are among the group of elementary school districts not administered by city superintendents of schools, certain districts which do not have sufficient

¹C. M. Hirst, "Survey of School Building Adequacy in California." *California Schools*, VI (August, 1935), 289-295.

financial ability to finance their schoolhousing needs. It is the purpose of this article to consider the school districts in two classifications: (1) school districts able to finance necessary schoolhousing facilities, and (2) school districts unable to finance necessary schoolhousing facilities. The measure of financial ability used in this study is the bonding capacity remaining after existing bonded indebtedness has been subtracted from the bonding limit of 5 per cent of the assessed valuation. Of the 2,725 elementary school districts not administered by city superintendents of schools, 1,788 were found to be able to finance their schoolhousing needs while 937 were found to be unable.

Comparison of Elementary School Districts Able and Unable to Finance School Building Needs

Tables I and II present the following data for each county relative to districts able and unable to finance necessary schoolhousing facilities:

1. Number of elementary school districts existing, January, 1935.
2. Average daily attendance, 1933-1934.
3. Assessed valuation, June, 1934.
4. Bonding limit.
5. Bonded indebtedness, June, 1934.
6. Remaining bonding capacity.
7. Estimated cost of school building needs.
8. (a) In districts able to finance school building needs, the bonding capacity remaining after meeting cost of school building needs;
(b) in districts unable to finance school building needs, the amount needed in addition to remaining bonding capacity to finance school building needs.

An examination of Table I shows that the building needs of the able districts may be met by the sum of \$17,143,361, an amount equal to but approximately one-third of their bonding capacity. The existing bonded indebtedness of these districts amounts to 21 per cent of their bonding limit. Their existing bonded indebtedness plus the cost of their schoolhousing needs amounts to only 58 per cent of their bonding limit, or to 2.2 per cent of their total assessed valuation.

The districts unable to finance their schoolhousing needs are revealed in sharp contrast in Table II. The building needs of these districts are more than double their remaining bonding capacity. Their present bonded indebtedness added to the cost of schoolhousing needs is approximately 50 per cent greater than their total bonding limit, and amounts to 7.23 per cent of their total assessed valuation.

Table III presents certain comparative data for the two groups of districts. Each group of districts is found in almost every county of the state, and each group includes both rural and small urban communities. The able districts constitute 66 per cent of the total number of districts and contain 61 per cent of the total average daily attendance. The assessed valuation of the able districts is approximately 80 per cent of the total, and the bonding capacity remaining in these districts is 88 per cent of the total. Their existing bonded indebtedness is only 59 per cent of the total.

To carry the comparison further, approximately one-half as many districts are unable to finance their building needs as are able; these districts contain 63 per cent as many pupils in average daily attendance; their assessed valuation is but one-quarter as much; their bonded indebtedness is 72 per cent as great; their remaining bonding capacity is but 13.5 per cent as much, and yet their building needs are 94 per cent as great; the financially unable districts would require a per cent of their total assessed valuation three and one-fourth times as great as that in the able districts to finance needed schoolhousing facilities, and would need to exceed the legal bonding limit by nearly 50 per cent to meet their needs.

Table IV presents the several counties in rank order according to the per cent of elementary school average daily attendance in districts not able to provide the cost of necessary schoolhousing facilities, and shows also the per cent of districts unable to finance their schoolhousing needs in each county, and the per cent which the remaining bonding capacity is of the cost of needed schoolhousing facilities in each county for districts unable to finance needed schoolhousing.

The range in per cent of average daily attendance in unable districts is extremely large, from 0 to 86 per cent; the range in per cent of districts unable to finance needed schoolhousing is also great, from 0 to 78 per cent. The per cent which remaining bonding capacity is of the cost of school building needs for unable districts ranges from 8 to 78. In general, counties with a large per cent of average daily attendance in unable districts also contain a high per cent of unable districts, although there are notable exceptions to this tendency. For example, in Mendocino County is found 19 per cent of the average daily attendance in unable districts, and 54 per cent of the districts are unable to finance needed schoolhousing. This indicates that in general, the unable districts in the county are those with a small average daily attendance. On the other hand, in Sutter County 43 per cent of the average daily attendance is found in 7 per cent of the districts unable to finance needed schoolhousing. A similar condition

TABLE I
Attendance and Financial Data for Elementary School Districts Able to Finance Necessary Schoolhousing Facilities,
by Counties

County	Number of elementary school districts	Average daily attendance	Assessed valuation	Bonding limit	Bonded indebtedness	Remaining bonding capacity	Estimated cost of school building needs	Excess bonding capacity
Alameda.....	24	2,241	\$27,008,855	\$1,350,447	\$141,000	\$1,209,447	\$298,965	\$910,482
Alpine.....	3	730	4,722,663	247,332	4,500	4,456	8,160	130,322
Imador.....	13	711	4,693,949	247,332	3,500	247,332	138,155	130,322
Butte.....	25	1,410	15,000,108	750,564	43,000	707,564	285,090	451,914
Calaveras.....	16	520	5,222,445	261,124	4,500	256,624	136,380	120,244
Colusa.....	18	1,244	18,038,155	901,909	241,500	660,409	191,700	468,709
Contra Costa.....	39	4,345	38,887,625	1,944,378	261,000	1,683,378	493,980	1,189,398
Del Norte.....	11	673	9,103,657	455,185	126,000	329,185	107,070	222,115
El Dorado.....	20	387	6,091,906	304,601	17,900	287,601	103,295	184,306
Fresno.....	106	9,241	69,310,648	3,465,537	211,700	3,253,837	868,130	2,385,707
Glenn.....	28	1,290	15,394,520	769,727	148,500	621,227	187,580	433,647
Humboldt.....	56	2,717	30,643,510	1,532,693	80,500	1,451,693	401,790	1,049,903
Imperial.....	31	5,153	24,911,369	1,245,568	334,800	910,968	359,480	551,488
Inyo.....	14	757	10,900,000	544,995	61,750	483,245	105,215	378,030
Kern.....	60	6,137	88,871,925	4,443,605	266,000	4,177,605	483,690	3,693,915
Kings.....	32	3,816	37,169,060	1,858,457	127,500	1,730,957	393,030	1,337,927
Lake.....	8	769	4,825,765	241,289	57,500	183,789	88,925	99,864
Lassen.....	20	1,378	11,170,532	555,521	163,700	391,821	129,716	266,106
Los Angeles.....	68	20,116	226,625,195	11,331,262	4,847,850	6,483,412	1,397,135	5,086,277
Madera.....	29	2,890	18,646,279	932,315	184,500	747,815	244,345	503,470
Marin.....	33	2,111	16,442,752	822,138	93,000	729,138	304,445	424,693
Mariposa.....	11	217	3,051,293	152,564	6,400	146,164	64,335	81,829
Mendocino.....	34	2,556	16,592,895	829,647	104,800	724,847	308,530	416,317
Merced.....	52	6,515	30,246,140	1,512,319	195,500	1,316,819	462,295	854,524
Modoc.....	18	323	4,276,979	213,851	1,400	212,451	86,795	122,686
Monro.....	7	157	3,233,030	161,652	None	161,652	44,420	117,232
Monterey.....	36	4,481	39,179,384	1,955,978	522,800	1,433,178	478,370	956,808
Napa.....	23	2,029	19,248,050	982,411	335,300	647,111	175,935	451,176
Nevada.....	9	124	1,625,040	81,251	None	81,251	44,585	36,666
Orange.....	33	6,502	91,252,665	4,562,634	909,500	3,653,134	1,025,575	2,627,559

Place.	21	1,226	9,931,125	496,540	67,298	429,251	204,950	224,301
Plumas.....	19	415	6,306,333	315,311	None	315,311	136,685	178,626
Riverside.....	32	4,690	23,033,630	1,151,600	454,500	697,100	296,165	401,025
Sacramento.....	43	3,475	31,789,624	1,589,465	256,500	1,332,965	628,075	704,920
San Benito.....	23	1,209	10,332,966	516,650	78,500	438,150	191,845	246,305
San Bernardino.....	48	6,512	36,200,878	1,810,033	541,500	1,268,533	390,080	878,473
San Diego.....	48	7,455	42,145,200	2,107,271	568,750	1,538,521	463,010	1,075,511
San Joaquin.....	62	4,152	33,003,535	1,650,209	265,000	1,385,209	474,695	910,514
San Luis Obispo.....	54	1,883	23,173,880	1,158,702	61,000	1,097,702	308,835	788,867
San Mateo.....	18	4,831	30,587,945	1,529,398	515,000	1,014,398	355,175	659,223
Santa Barbara.....	37	4,559	48,954,816	2,447,755	530,000	1,917,755	382,530	1,535,225
Santa Clara.....	44	6,248	46,541,860	2,327,096	597,500	1,729,596	586,640	1,142,956
Santa Cruz.....	23	1,420	8,414,560	420,731	45,210	375,521	173,900	201,621
Shasta.....	27	396	6,863,465	345,175	6,500	336,675	129,165	207,510
Sierra.....	5	236	1,932,590	96,631	6,700	89,931	29,485	60,446
Siakiyou.....	33	2,034	12,404,020	623,204	36,600	586,604	267,261	319,343
Solano.....	36	1,845	21,384,865	1,096,244	137,870	931,374	263,225	668,149
Sonoma.....	72	3,078	23,162,497	1,158,142	110,866	1,047,276	338,255	709,021
Stanislaus.....	45	5,239	28,607,515	1,430,380	349,500	1,080,880	367,725	713,155
Sutter.....	26	1,302	13,048,760	652,436	73,000	579,436	173,640	405,796
Tehama.....	35	1,075	10,284,190	514,215	35,940	478,275	162,705	315,570
Trinity.....	5	66	1,132,970	56,648	None	56,648	33,975	22,673
Tulare.....	77	7,250	30,933,731	1,546,694	301,150	1,245,544	586,080	649,454
Tuolumne.....	8	752	5,426,450	271,324	5,500	266,824	82,480	183,354
Ventura.....	26	2,518	32,453,670	1,622,784	385,800	1,236,984	318,420	918,564
Yolo.....	32	2,307	22,463,168	1,193,193	287,400	835,793	290,925	544,868
Yuba.....	14	587	6,395,302	319,767	12,000	307,767	111,060	196,707
Totals.....	1,788	167,531	\$1,455,640,209	\$72,782,329	\$15,221,884	\$57,560,445	\$17,143,361	\$40,417,084

TABLE II
Attendance and Financial Data for Elementary School Districts Unable to Provide Necessary Schoolhousing Facilities, by Counties

County	Number of elementary school districts not able to provide reasonable school plant facilities	Average daily attendance	Assessed valuation	Bonding limit	Bonded indebtedness	Remaining bonding capacity	Estimated cost of school building needs	Amount needed in addition to remaining bonding capacity to finance necessary schoolhousing facilities
Alameda.....	13	3,895	\$16,964,660	\$848,234	\$660,500	\$187,734	\$420,560	\$232,826
Alpine.....	None	None	None	None	None	None	None	None
Amador.....	14	265	1,243,646	62,183	None	62,183	114,225	52,042
Butte.....	26	778	3,053,062	152,656	8,500	144,156	252,765	108,609
Calaveras.....	17	259	1,492,315	74,616	None	74,616	125,460	50,834
Colusa.....	3	20	147,975	7,399	None	7,399	15,380	7,981
Contra Costa.....	8	3,211	16,950,115	847,512	467,000	380,512	489,830	109,318
Del Norte.....	1	19	49,400	2,470	None	2,470	7,725	5,255
El Dorado.....	33	791	3,375,644	168,789	22,000	146,789	236,950	90,161
Fresno.....	37	5,184	15,731,243	786,562	533,625	252,937	722,365	469,428
Glenn.....	4	470	1,696,720	84,836	67,200	17,636	29,130	11,494
Humboldt.....	44	1,035	4,399,310	213,970	11,500	202,470	344,340	135,870
Imperial.....	10	4,017	13,857,780	691,890	394,500	297,390	522,410	225,020
Inyo.....	45	45	145,725	7,186	None	7,186	25,100	18,664
Kern.....	17	1,452	5,114,510	255,732	147,000	108,732	215,195	106,463
Kings.....	2	48	175,050	8,753	None	8,753	17,630	8,877
Lake.....	11	256	2,176,920	108,846	60,000	48,846	54,305	35,519
Lassen.....	1	137	1,191,070	59,551	None	59,551	79,660	20,109
Los Angeles.....	36	19,373	68,024,575	3,401,298	3,267,590	133,728	1,768,455	1,634,727
Madera.....	13	292	935,860	46,793	None	46,793	87,060	40,257
Marin.....	9	1,102	6,682,137	334,107	214,000	120,107	190,750	70,643
Mariposa.....	14	298	1,347,880	67,396	1,600	65,796	115,490	52,694
Mendocino.....	40	574	2,816,010	140,810	15,500	125,310	289,375	164,065
Merced.....	5	757	2,930,140	146,507	14,500	132,007	231,865	99,858
Modoc.....	22	600	2,663,049	133,154	60,250	72,904	187,850	114,911

	1	8	27,650	1,383	None	1,383	7,300	5,917
Mono.....	25	1,468	6,563,213	328,160	164,000	164,060	299,040	128,008
Monterey.....	11	177	1,130,015	56,501	16,000	160,000	74,475	33,783
Napa.....	20	740	2,612,765	130,637	None	130,637	217,545	86,908
Nevada.....	9	6,482	18,019,510	900,977	468,000	442,977	641,160	198,183
Orange.....	21	2,726	9,453,245	472,006	204,775	268,131	466,485	198,364
Placer.....	8	343	1,313,237	65,661	6,000	140,300	140,300	90,639
Plumas.....	18	3,248	7,707,730	385,391	268,500	118,891	368,424	240,533
Riverside.....	18	4,090	11,983,216	599,411	176,500	422,911	828,360	504,449
Sacramento.....	11	295	2,165,170	108,261	39,000	60,261	94,475	25,214
San Benito.....	19	6,412	16,300,591	815,033	582,900	232,133	455,320	223,187
San Bernardino.....	29	1,361	4,762,160	238,117	82,300	153,817	324,515	170,698
San Diego.....	18	3,497	12,500,655	625,034	248,000	377,034	541,390	164,366
San Joaquin.....	16	646	3,428,591	171,273	2,000	169,283	242,763	73,482
San Luis Obispo.....	13	5,449	19,071,246	953,562	529,000	424,562	657,863	233,308
San Mateo.....	3	47	350,850	17,543	None	17,543	21,070	3,527
Santa Barbara.....	10	3,260	9,995,500	498,174	354,000	144,174	327,130	182,864
Santa Clara.....	22	1,561	6,009,845	345,144	171,550	173,594	305,132	133,359
Santa Cruz.....	63	1,670	6,619,340	330,999	57,860	243,149	525,903	282,756
Shasta.....	5	71	536,636	26,832	None	26,832	38,800	11,968
Sierra.....	39	1,796	5,150,650	257,538	63,250	194,288	429,180	234,892
Siakiyou.....	4	568	1,679,482	83,974	59,000	24,974	82,455	57,481
Solano.....	47	1,517	5,705,880	295,201	53,250	232,041	403,415	171,374
Sonoma.....	7	1,313	4,161,940	208,099	143,500	64,599	149,135	64,536
Stanislaus.....	2	973	2,325,380	116,268	71,000	45,268	60,550	15,282
Sutter.....	11	879	3,488,405	174,421	111,500	62,921	119,860	56,939
Tehama.....	18	329	1,765,690	88,337	None	88,337	173,610	85,273
Trinity.....	26	3,882	12,484,866	624,245	442,500	181,745	415,825	234,080
Tulare.....	18	405	1,379,880	68,983	13,000	55,983	133,745	77,762
Tuolumne.....	13	4,483	17,802,550	890,045	570,300	319,845	755,670	435,825
Ventura.....	5	818	2,534,154	126,769	55,000	71,769	133,610	61,901
Yolo.....	13	295	1,626,487	81,327	33,000	48,327	125,720	77,393
Yuba.....	937	105,946	\$374,668,935	\$18,723,405	\$10,948,950	\$7,784,455	\$16,143,944	\$8,359,489
Totals.....								

TABLE III

Comparison of Elementary School Districts Able to Finance School Building Needs with Those Unable to Finance School Building Needs

	Able districts		Unable districts		Per cent which amount in unable districts is of amount in able districts
	Number or amount	Per cent of total	Number or amount	Per cent of total	
Number of districts.....	1,788	65.6	937	34.3	52.4
Number of children in average daily attendance.....	167,531	61.2	105,946	38.7	63.2
Total assessed valuation.....	\$1,455,640,209	79.5	\$374,668,935	20.4	25.7
The assessed valuation per child in average daily attendance.....	\$8,688.78	-----	\$3,536.41	-----	40.7
Total bonding limits.....	\$72,782,329	79.5	\$18,733,405	20.4	25.7
Total bonded indebtedness.....	\$15,221,884	58.1	\$10,948,950	41.8	71.9
Total remaining bonding capacity.....	\$57,560,445	88.0	\$7,784,455	11.9	13.5
Total estimated cost of school building needs.....	\$17,143,361	51.5	\$16,143,944	48.5	94.1
Per cent which estimated cost of school building needs is of assessed valuation.....	1.17	-----	4.0	-----	341.9
Per cent which estimated cost of school building needs plus existing bonded indebtedness is of assessed valuation.....	2.2	-----	7.23	-----	328.6

exists in Orange County. In these cases, it is the districts with higher average daily attendance which are unable to support needed building programs.

Districts in Which Bonded Indebtedness Exceeds Legal Bonding Limit

There are 31 elementary school districts in which the existing bonded indebtedness exceeds the present legal bonding limit. This situation has grown out of cases in which the bonded indebtedness was originally within legal limits, but in which the assessed valuation of the districts has decreased at a more rapid rate than the retirement of outstanding bonds. Table V shows the counties in which these districts are located together with the total bonding limit, bonded indebtedness, and bonded indebtedness in excess of present legal limit of such districts in each of the counties. It will be noted that these counties are those which have a rather high percentage of average daily attendance in unable districts.

TABLE IV

California Counties Ranked According to Per Cent of Average Daily Attendance in Elementary School Districts Unable to Finance Necessary Schoolhousing Facilities, Per Cent of Districts Unable to Finance Necessary Schoolhousing Facilities, and Per Cent that Remaining Bonding Capacity is of Cost of Schoolhousing Needs of Each County

County	Per cent of average daily attendance in districts unable to finance necessary school building facilities	Per cent of total number of districts unable to finance necessary school building facilities	Per cent that remaining bonding capacity is of cost of schoolhousing needs
Alpine.....	0	0	---
Kings.....	1	6	49.7
Santa Barbara.....	1	8	83.3
Colusa.....	2	14	48.0
Del Norte.....	3	8	31.9
Mono.....	5	13	18.9
Inyo.....	6	24	25.5
Napa.....	8	30	54.6
Lassen.....	9	36	74.6
Madera.....	10	36	53.7
Merced.....	12	9	56.8
San Diego.....	15	38	47.3
Kern.....	19	20	50.5
San Benito.....	19	32	73.5
Mendocino.....	19	54	43.2
Stanislaus.....	20	13	43.2
Sierra.....	23	50	68.9
Solano.....	24	10	30.3
Monterey.....	25	41	54.9
Lake.....	25	58	57.8
Yolo.....	26	14	53.7
San Luis Obispo.....	26	23	60.9
Glenn.....	27	13	60.6
Amador.....	27	55	54.3
Sonoma.....	28	59	57.4
Humboldt.....	29	44	60.6
Marin.....	32	18	63.2
Calaveras.....	32	52	59.5
Ventura.....	33	33	42.3
Yuba.....	33	48	38.4
Santa Clara.....	34	18	44.0
Butte.....	35	50	57.1
Tuolumne.....	35	69	42.0
Fresno.....	36	26	34.9
San Mateo.....	37	42	64.5
Tulare.....	39	25	43.6
Riverside.....	41	36	32.2
Contra Costa.....	42	17	77.5
Sutter.....	43	7	74.6
Imperial.....	44	24	56.8
Tehama.....	44	24	52.6
Plumas.....	45	30	42.5
San Joaquin.....	47	22	69.9
Siakiyou.....	47	54	45.2
Los Angeles.....	49	35	7.5
Orange.....	50	21	68.9
San Bernardino.....	50	30	51.0
Sacramento.....	54	30	51.0
Santa Cruz.....	57	49	56.4
Mariposa.....	58	54	55.5
Alameda.....	64	35	44.6
Modoc.....	65	55	38.9
Placer.....	67	50	57.4
El Dorado.....	67	62	62.1
Shasta.....	81	70	46.2
Trinity.....	83	78	51.0
Nevada.....	86	69	60.2

TABLE V

**Elementary School Districts Not Administered By City Superintendents
Of Schools With a Bonded Indebtedness In Excess Of Their Present
Legal Bonding Limits, By Counties**

County	Number of districts	Bonding limit	Bonded indebtedness	Excess bonded indebtedness
Alameda.....	1	\$9,605	\$10,500	\$895
Fresno.....	4	66,594	88,000	21,406
Imperial.....	1	2,454	3,500	1,046
Los Angeles.....	13	1,229,725	1,433,800	204,075
Marin.....	1	120,755	125,500	4,745
Orange.....	1	86,830	97,000	10,170
Sacramento.....	1	35,283	40,000	4,717
San Joaquin.....	2	47,049	49,000	1,951
Santa Clara.....	1	164,158	165,000	842
Shasta.....	1	7,042	7,400	358
Tehama.....	1	88,145	101,500	13,355
Tulare.....	3	117,889	131,200	13,311
Ventura.....	1	3,937	5,000	1,063
Totals.....	31	\$1,979,466	\$2,257,400	\$277,934

Conclusion

1. Elementary school districts not administered by city superintendents of schools, when considered as a group or by counties, are well able to finance necessary schoolhousing facilities, except in the case of three counties.
2. Approximately one-third of this group of districts is unable to finance needed schoolhousing facilities by bonding to the legal capacity. These districts are both rural and urban and are found in every county of the state except two. Approximately 39 per cent of the average daily attendance in the total group of districts is found in those districts financially unable to provide necessary schoolhousing facilities.
3. Two alternatives appear to make possible the provision of needed schoolhousing facilities in the districts financially unable to provide them.
 - a. Consolidation of financially unable districts with districts with more than sufficient financial ability to provide necessary schoolhousing facilities, thus creating new local fiscal units able to finance building needs. County totals show that this is possible.
 - b. State or federal financial assistance to school districts financially unable to provide schoolhousing needs within legal bonding limits.

Either of the above alternatives, or possibly some combination of the principles involved in both is necessary in order to provide more than 100,000 elementary school pupils with adequate schoolhousing facilities.

DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

CONFERENCE OF CALIFORNIA PUBLIC SCHOOL SUPERINTENDENTS

The 1935 Conference of County, District, and City Superintendents of Schools, called by Superintendent Kersey, will meet October 7 to 9, 1935, at Coronado with headquarters at the Hotel del Coronado. The theme of the conference, Public Education is Readjusted, will be discussed by representatives of the various groups which assemble.

A tentative program of the convention is given:

	Monday	Tuesday	Wednesday
Morning 9:30 a.m.	General Session	Panel Section conference for all Superintendents	Panel Section conference for all Superintendents
Noon	Special luncheons for chairmen and speakers on programs	Phi Delta Kappa luncheon and program Women of the convention luncheon and program	Fellowship luncheon, all Superintendents and California Congress of Parents and Teachers
Afternoon	Section meetings of County Superintendents, District Superintendents, City Superintendents	Continuation of Monday afternoon section meetings	General discussion of emergency program and special questions to be considered
Evening	College dinners	Dinner session Association of Public School Superintendents	

RULES CONCERNING THE EMPLOYMENT OF MINORS

The Division of Industrial Welfare, Department of Industrial Relations has called the attention of the State Department of Education to the need for high school principals to assist in the enforcement

of compliance with the rules set up by the Commission to take care of minors. It has been indicated that in some instances students from commercial departments have been placed in offices for no wages, or for as little as \$5 per week, in order to get experience. This is a violation of the law, for the Commission has set up apprenticeship wages which should be followed.

Specific information may be secured by writing Mabel E. Kinney, Chief of the Division of Industrial Welfare, Department of Industrial Relations, San Francisco.

Division of Research and Statistics

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction, and Chief, Division of Research and Statistics*

ERRATUM

The statement contained on page 267 of the August, 1935, number of *California Schools* relative to Assembly Bill No. 166 (Ch. 284) was erroneous. The following statement should be substituted:

BUILDINGS

**Exemption from Authority of Division of Architecture
A. B. 166 (Ch. 284)**

This bill increases from \$1,000 to \$4,000 the cost of reconstruction or alteration of or addition to any existing school building exempt from the provisions of the Safety of Construction of Public School Buildings Act. Effective September 15, 1935. (For new buildings it is necessary that plans and specifications be approved by the Division of Architecture irrespective of cost as heretofore.)

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

The following numbers of the Department of Education Bulletin series scheduled for publication during 1934 have been long delayed in printing but are now in press and will be available within a short time:

Special Activities in Physical Education for High School and Adult Groups, No. 14, July 15, 1934.

Biennial Report of the California State Department of Education, 1934, No. 18, September 15, 1934.

The Elementary School Principalship in California, No. 19, October 1, 1934.

Statistics of California City School Districts for the School Year Ending June 30, 1934, No. 24, December 15, 1934.

The following publications of the Department of Education have been published since the announcement in the June, 1935, number of *California Schools*:

Census and Industrial Survey of the Physically Handicapped in California, Department of Education Bulletin No. 9, May 1, 1935.

Supplement to List of High School Textbooks, Department of Education Bulletin No. 10, May 15, 1935.

Report of California Conference on Problems of Professional Education in Health, Physical Education, and Recreation, Department of Education Bulletin No. 11, June 1, 1935.

Regulations Governing Granting of Credentials and Certificates for Public School Service in California, Department of Education Bulletin No. 12, June 15, 1935.

John Rodrigues Cabrillo, Discoverer of California, Department of Education Bulletin No. 14, July 15, 1935.

Digest of 1935 Legislation Affecting Education, Department of Education Bulletin No. 15, August 1, 1935.

California Journal of Elementary Education, Volume IV, Number 1, August, 1935.

Prize Poems from Creative Verse Writing Contest.

Apportionment of Federal and State Vocational Education Funds to School Districts for the School Year Ending June 30, 1936.

The following publications are either in press or nearly ready for press and will be available for distribution in the near future:

Suggestions for Instruction Concerning Alcohol, Tobacco, and Narcotics, Department of Education Bulletin No. 13, July 1, 1935.

Community Life in the Harbor. Curriculum Units for Elementary Schools, No. 1. Department of Education Bulletin No. 16, August 15, 1935.

A new series to be issued several times during the school year.

Pleasure Reading for Boys and Girls, Department of Education Bulletin No. 17, September 1, 1935.

The Library in the Elementary School, Department of Education Bulletin No. 18, September 15, 1935.

Apportionment of State School Funds for the Fiscal Year Ending June 30, 1936.

Tide-Pool Animals. Science Guide for Elementary Schools, Volume II, Number 1, August, 1935.

Man's Tools. Science Guide for Elementary Schools, Volume II, Number 2, September, 1935.

Office of the Administrative Adviser

ALFRED E. LENTZ, *Administrative Adviser*

DIGEST OF 1935 LEGISLATION AFFECTING EDUCATION

ERRATUM

The following corrections are noted in *Digest of 1935 Legislation Affecting Education*, State of California Department of Education Bulletin No. 15, August 1, 1935:

- Page 2. Attendance: Emergency: A. B. 523 should be A. B. 528
Computation: A. B. 523 should be A. B. 528
Page 2. Bonds: Coupons, Registration: A. B. 163 should be A. B. 1631
Registration: A. B. 163 should be A. B. 1631
Page 3. Districts: Boundaries, A. B. 177 should be S. B. 177
Page 4. Districts: Transportation, S. B. 1784 should be A. B. 1784.
Transportation: School Buses: S. B. 1784 should be A. B. 1784
Page 6. State General Fund: Apportionments: S. B. 625 should be S. B. 652

Inasmuch as the three propositions, S. C. A. 26; S. C. A. 18; S. C. A. 90, which were placed on the ballots and voted on August 13, 1935, were defeated, Senate Bills 1118 and 1120 are ineffective.

1935 SCHOOL LAWS

The 1935 School Code will be published by the Bureau of Publications and Documents of the State Department of Finance, and will be sold at cost to school districts, school authorities, and others. The code will not be ready for distribution for some time.

Copies of the *1935 Supplement Political Code of California* containing the 1935 amendments to the School Code may be obtained at \$1 per copy from the Recorder Printing and Publishing Company, 99 Van Ness Avenue South, San Francisco, by those who desire the 1935 amendments to the School Code prior to the publication of the 1935 School Code.

SCHOOL BUS INSPECTION

The California Highway Patrol will begin its annual inspection of school buses within the next few weeks. School administrators and others in charge of school buses in the various districts of the state are urged to call the forthcoming inspection to the attention of school bus drivers and others in charge of the maintenance of school buses in order that all buses may be checked before the inspection.

SCHOOL BUS REGULATION

For the benefit of those concerned there is reprinted below in full, the text of Chapter 433, Statutes of 1935 (which take effect September 15, 1935), having to do with the regulation of the construction, design, operation, equipment, and color of school buses. Attention is particularly directed to the third paragraph of the law.

1.91. The State Board of Education shall have the power to adopt reasonable regulations relating to the construction, design, operation, equipment and color of school buses. No regulation relating to the construction, design or color of school buses shall apply to buses purchased prior to the effective date of this section, except that any school bus repainted after the effective date of this section shall, regardless of the date when purchased be painted to conform to all the regulations relating to the color of school buses. Such regulations, if approved by the Chief of the California Highway Patrol, shall be enforced by the California Highway Patrol. The State Board of Education shall have the authority to issue an order prohibiting the operation on public streets and highways of any school bus which does not comply with such regulations, and any such order shall be enforced by the California Highway Patrol.

For the purposes of this section a school bus is defined as a motor vehicle regularly used for the transportation of pupils of the public schools to and from school or to and from school activities and owned and/or operated by any school district or owned and/or operated by any person, firm, association, partnership or corporation, excepting motor vehicles of the type commonly called pleasure cars and carrying seven pupils or less; and excepting motor vehicles subject to and meeting all requirements of the State Railroad Commission operated by carriers operating under the jurisdiction of the State Railroad Commission but not used exclusively for the transportation of public school pupils except that when such vehicles are being used for the transportation of public school pupils the operators thereof must possess the qualifications required by such regulations of school bus operators.

Any officer, agent or employee of a school district, or any other person knowingly operating, or permitting or directing the operation of, a school bus, the operation of which is in violation of any order of the State Board of Education, and any person knowingly operating a school bus without possessing the qualifications required by the regulations of the State Board of Education of school bus operators, shall be guilty of a misdemeanor.

INTERPRETATIONS OF SCHOOL LAW

Attorney General's Opinions

Contracts and Increases in Salaries of Persons Acting Both as District Superintendent of Schools and Principal

Where a person is employed by the governing board of a high school district both as district superintendent of schools and as day high school principal, he may be assigned to the principalship of a newly established evening high school and given additional compensation therefor, opinion 9877 (See page 165, May, 1935, *California Schools*), not being applicable in such case.

Such additional compensation must be considered as an increase in his salary as principal, since a district superintendent of schools is not entitled to any increase in compensation because additional schools are established and assigned to him to superintend.

Where a person is employed as a district superintendent of schools and as principal of a day high school or as district superintendent of schools, principal of a day high school, and principal of an evening high school, there should be a separate contract between such person and the governing board of the employing district for each position, specifying the salary to be received by him for serving in such position. (A. G. O. 10075, July 24, 1935)

Effect of Section 18 of Article XI of Constitution on Contracts Between Districts

An agreement made between A and B elementary districts prior to August 20, 1933, when School Code section 3.174 as it now exists became effective, under which district A agreed to educate pupils residing in district B for an agreed compensation, is not limited by section 18 of Article XI of the Constitution, for the reason that prior to August 20, 1933, it was mandatory upon district A to accept pupils residing in district B. (A. G. O. 10093, July 29, 1935)

Erection of and Additions to School Buildings

Under School Code section 6.40 the governing board of a school district may erect school buildings without a vote of the electors of the district, said section merely making the erection mandatory when the

voters of the district so direct. Said section also authorizes the governing board of a school district to add rooms to an existing building. (A. G. O. 10138, August 21, 1935)

Limitations on School District Expenditures Imposed by Chapter 356, Statutes 1935

The constitutionality of Assembly Bill 834 (Chapter 356, Statutes of 1935) may be said to be open to question for the reason that the limitations on expenditures of school districts and other agencies therein provided for do not appear to be the same as those imposed by Section 20 of Article XI of the Constitution, which limitations expired June 30, 1935, and said section 20 of Article XI of the Constitution having provided, after setting forth the limitations on expenditures for the period ending June 30, 1935, that the Legislature might thereafter (after June 30, 1935) impose the same limitations for such period or periods as it may determine. (A. G. O. 10052, July 13, 1935; 10067, July 17, 1935; 10113, August 12, 1935)

To eliminate any question of the validity of a tax levy for the year 1935-1936 and the proposed expenditures for such year, if a governmental unit subject to the provisions of Chapter 356, Statutes 1935, wishes to expend during 1935-1936 a sum in excess of that otherwise permitted by said Chapter, the governing board of such unit should secure the approval of the State Board of Equalization or the electors of the district. (Letter—Attorney General to Elmer W. Heald, July 25, 1935, supplementing A. G. O. 10052; A. G. O. 10067)

Right of Boards of Supervisors to Reduce School District Budgets

Political Code section 3714b does not now give boards of supervisors any authority to reduce school district budgets to conform to limitations on expenditures imposed by section 20 of Article XI of the Constitution, since there is, at the present time, no constitutional limitation. (A. G. O. 10113, August 12, 1935)

Right of Electors Residing in Indian Reservations to Vote at School District Elections

In view of opinion 9157 of the Attorney General, which held that an Indian reservation owned by the United States Government could not be formed into an elementary district or made a part of an elementary school district under the laws of California, and in view of the fact that Assembly Bill number 230 (Chapter 406, Statutes of 1935) which becomes effective September 15, 1935, provides that the territory of an Indian reservation may be formed into or made a part of an elementary school district and that any territory of an Indian reservation which is not a part of an elementary school district on

July 1, 1936, must be annexed to a contiguous elementary school district in the county in which the territory of the Indian reservation is located, and in view of School Code section 2.86, no person residing in any Indian reservation may lawfully vote at an election held by any elementary school district during the school year 1935-1936. (A. G. O. 10049, August 3, 1935)

Use of District Funds to Pay Traveling Expenses of High School Athletes

The governing board of a high school district may not properly pay from the funds of the district any expenses incurred by students participating in a track meet. (A. G. O. 10060, July 17, 1935)

FOR YOUR INFORMATION

CONSTITUTION DAY

Tuesday, September 17, 1935, will mark the one hundred forty-eighth anniversary of the completion and signing of the Constitution of the United States. Every good American citizen will be interested in the celebration of this anniversary, and every student in our schools will be eager to gain familiarity with this great instrument of government. The Constitution safeguards the rights of citizens only so long as the citizens support the Constitution. Safety lies in the assurance of justice for all. The people were recognized as the source of power in the opening words of the instrument, "We, the people of the United States," and in return the people find in it the basis for stability and justice in government and for a regime under which the rights of individuals and of minorities are protected.

The great figures who laid the foundation of our government are always a fascinating subject. A comparison of the spirit and philosophy of our government with that of other nations is fundamental in educating for citizenship. The interest of students in this vital matter should be stimulated. Let there be discussion, but also let there be light.

The National Constitution Day Committee, 55 West 42d Street, New York, N. Y., offers the following suggestions for Constitution Day exercises and discussion by pupils:

1. Who presided over the Constitutional Convention? How many times did he speak?
2. The tenth amendment to the Constitution, adopted in 1790, reads: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people." Tell in your own words what you think this means.
3. Name the six patriots who signed both the Declaration of Independence and the American Constitution.
4. George Washington said: "If in the opinion of the people, the distribution of constitutional powers be in any particular wrong, let it be corrected by an amendment as the Constitution designates. But let there be no change by usurpation; for though this in one instance may be the instrument of good, it is the customary weapon by which free governments are destroyed." Is the thought of this warning antiquated or not? Explain.
5. Hold special flag raising exercises suitable for the day. Lower classes can copy pictures of four or five of the leading patriots at the convention. Have

ten children memorize one each of the first ten amendments of the Constitution, the so-called Bill of Rights, reciting them in order before the class.

6. Have the children write an essay on "If Washington were President today."

7. How does the American form of constitutional government differ from that of other republics, as for example, France.

8. If the U. S. Supreme Court could not pass upon the constitutionality of the laws of Congress and the acts of the President, would such a condition practically remove the Constitution as the bulwark of the rights and liberties of the people against possible usurpation? Would it open the way to dictatorships? Explain.

9. Make believe that you are writing to an English cousin and write an explanation of the spirit and philosophy of the American form of constitutional government.

10. Patrick Henry opposed the adoption of the Constitution, feeling that it infringed too greatly upon individual and state rights. Imagine he comes back to earth and writes his impressions of government today.

TENTATIVE CALENDAR OF LARGER SCHOOL DISTRICTS, 1935-1936

Information concerning the tentative calendar for the school year 1935-1936 in the larger districts of the state has been collected by means of a questionnaire from county, city, and district superintendents of schools. This information is tabulated below for the benefit of those who are interested. The data given for each of the school districts for which a report was submitted include the name of the district, the county in which the district is located, opening and closing dates of the fall semester 1935, the inclusive dates of the proposed spring vacation in 1936, and the opening and closing dates of the spring semester 1936.

The post office of the district is indicated in parentheses following the name of the district where the post office address is different from the name of the district.

District	County	Fall semester		Spring vacation	Spring semester	
		Opening date	Closing date		Opening date	Closing date
✓ Alameda	Alameda	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 19
✓ Albany	Alameda	Sept. 3	Jan. 23	April 6-10	Jan. 27	June 12
✓ Alhambra	Los Angeles	Sept. 16	Feb. 7	April 6-10	Feb. 10	June 19
✓ Alhambra Union High (Martinez)	Contra Costa	Sept. 3	Jan. 31	April 6-10	Feb. 3	June 19
✓ Anaheim Elementary	Orange	Sept. 16	Feb. 7	April 6-10	Feb. 10	June 12
✓ Anderson Union Elementary	Mendocino	Sept. 3	Dec. 20	April 6-10	Jan. 6	May 29
✓ Anderson Valley Union High	Mendocino	Sept. 3	Jan. 31	April 13-17	Feb. 3	May 29
✓ Antelope Valley Joint Union High (Lancaster)	Los Angeles	Sept. 9	Jan. 17	Mar. 30-Apr. 3	Jan. 20	May 29
✓ Antioch	Contra Costa	Sept. 3	--	April 6-10	Feb. 3	June 12
✓ Arcadia City Elementary	Los Angeles	Sept. 9	Jan. 24	April 6-10	Jan. 27	June 12
✓ Artesia Elementary	Los Angeles	Sept. 9	Feb. 7	April 6-10	Feb. 10	June 5
✓ Atascadero Union High	San Luis Obispo	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 5
✓ Azusa City Elementary	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
✓ Bakersfield	Kern	Sept. 10	Jan. 24	April 9, 10	Jan. 27	June 5
✓ Bakersfield Junior College	Kern	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 5
✓ Baldwin Park Elementary	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
✓ Barstow Union High	San Bernardino	Sept. 10	Dec. 20	April 9, 10	Jan. 2	May 29
✓ Beardsley Elementary	Kern	Sept. 10	Jan. 24	April 9-10	Jan. 27	June 12
✓ Bellflower Elementary	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 5
✓ Berkeley	Alameda	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 12
✓ Beverly Hills	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 26
✓ Brawley Elementary	Imperial	Sept. 16	--	--	--	May 29
✓ Brea Elementary	Orange	Sept. 10	--	April 6-10	--	June 6
✓ Burbank	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
✓ Burlingame Elementary	San Mateo	Sept. 3	Jan. 31	April 6-10	Feb. 3	June 19

District	County	Fall semester Opening date	Fall semester Closing date	Spring vacation	Spring semester Opening date	Spring semester Closing date
Calexico	Imperial	Sept. 16	Jan. 24	--	Jan. 27	May 29
Calistoga Joint Union Elementary	Napa	Sept. 10	Dec. 21	April 6-10	Jan. 6	June 19
Calpella Elementary	Mendocino	Sept. 23	Dec. 20	April 6-10	Dec. 30	June 12
Campbell Union Elementary	Santa Clara	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 12
Carmentia	Los Angeles	Sept. 10	--	--	--	June 5
Caruthers Union High	Fresno	Sept. 23	Feb. 6	April 10	Feb. 7	June 5
Caspar Elementary	Mendocino	Aug. 19	Dec. 20	April 6-10	Jan. 6	May 15
Central Union High (El Centro)	Imperial	Sept. 16	Jan. 28	April 10	Jan. 29	May 29
✓ Chaffey Union High and Junior College	San Bernardino	Sept. 10	Jan. 24	April 6-10	Jan. 27	--
✓ Chico	Butte	Sept. 10	Jan. 24	April 9, 10	Jan. 27	June 5
✓ Chino	San Bernardino	Sept. 10	Jan. 24	April 20-24	Jan. 26	June 4
Citrus Union High (Azusa)	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
Claremont Elementary	Los Angeles	Sept. 16	Jan. 31	Mar. 30-Apr. 3	Feb. 3	June 12
Clarksburg	Yolo	Sept. 3	Jan. 24	April 6-10	Jan. 27	May 29
Clearwater Elementary	Los Angeles	Sept. 9	Jan. 24	April 6-10	Jan. 27	June 12
✓ Clovis Union High	Fresno	Sept. 16	Jan. 31	April 8-10	Feb. 3	June 5
✓ Coalinga	Fresno	Sept. 10	Jan. 24	April 5-10	Jan. 27	June 5
Colton	San Bernardino	Sept. 10	Dec. 20	April 6-10	Jan. 6	June 12
✓ Compton	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 12
✓ Compton Union High	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 12
Concord Elementary	Contra Costa	Sept. 3	Dec. 20	April 6-10	Jan. 6	June 5
Corona Elementary	Riverside	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 4
Coronado Elementary	San Diego	Sept. 3	Jan. 31	April 6-10	Feb. 3	June 12
Coronado High	San Diego	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 5
✓ Covina Union High	Los Angeles	Sept. 11	Jan. 24	April 6-10	Jan. 27	June 12
Culver City Elementary	Los Angeles	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 12
Davis Joint Union	Yolo	Aug. 26	Jan. 17	April 6-10	Jan. 20	May 29
Downey Elementary	Los Angeles	Sept. 9	--	April 6-10	--	June 12
Downey Union High	Los Angeles	Sept. 9	Jan. 24	April 6-10	Jan. 27	June 12
Dunsmuir Elementary	Siiskiyou	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 5
East Whittier	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
El Centro Elementary	Imperial	Sept. 16	Jan. 24	April 10	Jan. 27	May 29
El Modena	Orange	Sept. 10	--	April 6-10	--	June 5
El Monte Elementary	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
✓ El Segundo	Los Angeles	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 5
Emeryville	Alameda	Aug. 26	Jan. 24	April 6-10	Jan. 27	June 12
✓ Escondido Union Elementary	San Diego	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 3
✓ Escondido Union High	San Diego	Sept. 10	Jan. 24	April 6-10	Jan. 27	--
✓ Eureka	Humboldt	Aug. 19	Jan. 17	April 6-10	Jan. 20	June 12
Excelsior Union High	Los Angeles	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 5
✓ Fairfield Elementary	Solano	Aug. 26	Dec. 20	April 6-10	Jan. 6	June 5
Fort Bragg Union Elementary	Mendocino	Sept. 2	Jan. 24	April 6-10	Jan. 27	May 29
Fort Bragg Union High	Mendocino	Sept. 2	Dec. 20	April 6-10	Jan. 6	May 29
Fremont Union High (Sunnyvale)	Santa Clara	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
✓ Fresno	Fresno	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 12
Fruit Ridge	Sacramento	Sept. 10	Jan. 24	--	Jan. 27	June 5
Fullerton Elementary	Orange	Sept. 10	--	April 6-10	--	June 5
Fullerton Junior College	Orange	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 9
Garvey Elementary	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 12
✓ Gilroy	Santa Clara	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 12
✓ Glendale	Los Angeles	Sept. 9	Jan. 24	April 6-10	Jan. 27	June 12
Glendora Elementary	Los Angeles	Sept. 9	Jan. 24	April 6-10	Jan. 27	June 12
✓ Gonzales Union High	Monterey	Aug. 19	Jan. 10	April 6-10	Jan. 13	May 29
Grant Union High	Sacramento	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 5
Grass Valley	Nevada	Aug. 19	Jan. 17	--	Jan. 20	June 5
✓ Gridley Elementary	Butte	Sept. 16	Jan. 31	--	Feb. 3	June 5
Hawthorne Elementary	Los Angeles	Sept. 9	Jan. 24	April 6-10	Jan. 27	June 12
Hayward Elementary	Alameda	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 12
✓ Hemet Union	Riverside	Sept. 10	Jan. 17	Mar. 30-Apr. 3	Jan. 20	June 2
Hermosa Beach Elementary	Los Angeles	Sept. 9	Jan. 24	April 6-10	Jan. 27	June 12
Hillsborough Elementary (San Mateo)	San Mateo	Sept. 3	Jan. 31	April 6-10	Feb. 3	June 19
✓ Hilmar Union High	Merced	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 5
Hollister Elementary	San Benito	Sept. 10	Feb. 14	April 6-10	Feb. 16	June 12
Hopland Union High	Mendocino	Sept. 18	Feb. 7	April 6-10	Feb. 10	June 12
Hudson Elementary (Puenete)	Los Angeles	Sept. 16	Feb. 1	April 10	Feb. 3	June 12
✓ Inglewood Elementary	Los Angeles	Sept. 10	--	April 6-10	--	June 12
✓ Inglewood Union High	Los Angeles	Sept. 9	Jan. 31	April 6-10	Feb. 3	June 12
✓ Jefferson Elementary (Lennox)	Los Angeles	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 19
✓ Jefferson Elementary (Daly City)	San Mateo	Aug. 12	Dec. 13	April 6-10	Jan. 13	June 12
✓ Kern County Union High (Bakersfield)	Kern	Sept. 10	Jan. 24	April 10	Jan. 27	June 5
King City Union High	Monterey	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 5

District	County	Fall semester		Spring vacation	Spring semester	
		Opening date	Closing date		Opening date	Closing date
La Canada Elementary	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
La Habra Elementary	Orange	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 5
La Mesa-Spring Valley Elementary	San Diego	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 5
La Verne Elementary	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 4
Lawndale	Los Angeles	Sept. 9	Jan. 31	April 6-10	Feb. 3	June 10
Lindsay	Tulare	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 5
Lodi Elementary	San Joaquin	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 12
Lompoc Union	Santa Barbara	Sept. 3	--	April 6-10	--	June 5
Long Beach	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
Long Beach Junior College	Los Angeles	Sept. 18	Jan. 31	April 6-10	Feb. 3	June 19
Long Valley Elementary	Mendocino	Aug. 12	Dec. 13	April 6-10	Jan. 27	June 5
Los Angeles	Los Angeles	Sept. 9	Jan. 31	April 6-10	Feb. 3	June 19
Los Gatos Elementary	Santa Clara	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 12
Los Gatos Union High	Santa Clara	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 12
Los Nietos Elementary	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
Lynwood Elementary	Los Angeles	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 12
Madera Elementary	Madera	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 5
Madera Union High	Madera	Sept. 10	Jan. 31	April 9, 10	Feb. 3	June 5
Manchester Elementary	Mendocino	Aug. 19	Dec. 20	--	Jan. 1	May 29
Manhattan Beach Elementary	Los Angeles	Sept. 10	--	April 6-10	--	June 12
Manteca Elementary	San Joaquin	Sept. 3	Jan. 24	April 6-10	Jan. 27	May 29
Maricopa High	Kern	Sept. 10	Jan. 24	--	Jan. 27	June 5
Marin Junior College (Kentfield)	Marin	Aug. 26	Jan. 24	April 6-10	Jan. 27	June 5
McFarland Union Elementary	Kern	Sept. 10	Jan. 24	April 17, 18	Jan. 27	June 5
Mendocino Elementary	Mendocino	Aug. 19	Dec. 20	Mar. 23-27	Jan. 6	May 15
Mendocino Union High	Mendocino	Aug. 19	Jan. 17	--	Jan. 20	May 22
Merced Union Elementary	Merced	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 5
Merced Union High	Merced	Sept. 16	Feb. 7	April 9, 10	Feb. 10	June 12
Mill Valley Elementary	Marin	Aug. 26	Jan. 22	April 6-10	Jan. 24	June 19
Modesto	Stanislaus	Sept. 9	Jan. 24	April 6-10	Jan. 27	June 12
Monrovia	Los Angeles	Sept. 9	Jan. 24	April 6-10	Jan. 27	June 12
Montebello High	Los Angeles	Sept. 3	Jan. 17	April 6-10	Jan. 20	June 5
Monterey Union High	Monterey	Sept. 3	Jan. 31	April 6-10	Feb. 3	June 12
National Elementary (National City)	San Diego	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 5
Needles	San Bernardino	Sept. 16	Jan. 27	--	Feb. 3	May 29
Norwalk Elementary	Los Angeles	Sept. 10	Jan. 10	April 6-10	Jan. 13	June 5
Oakdale Union	Stanislaus	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 5
Oakland	Alameda	Aug. 26	Jan. 24	April 6-10	Jan. 27	June 12
Oceanside Elementary	San Diego	Sept. 10	--	--	--	--
Oceanside-Carlsbad Union High	San Diego	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 5
Ontario Elementary	San Bernardino	Sept. 10	--	April 6-10	--	June 5
Orange Elementary	Orange	Sept. 10	--	April 6-10	--	June 5
Orland Elementary	Glenn	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 5
Oroville City	Butte	Sept. 10	--	--	--	June 12
Paleta Elementary (Maricopa)	Kern	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 5
Palo Alto	Santa Clara	Sept. 3	Jan. 31	Mar. 23-27	Feb. 3	June 12
Palo Verde Valley Union (Blythe)	Riverside	Sept. 16	Jan. 31	--	Feb. 3	May 29
Pasadena	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
Pasadena Junior College	Los Angeles	Sept. 16	Dec. 19	April 6-10	Jan. 6	June 17
Patterson Elementary	Stanislaus	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 4
Piedmont	Alameda	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 12
Pittsburg	Contra Costa	Sept. 3	Jan. 31	April 6-10	Feb. 3	June 12
Placentia Union Elementary	Orange	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
Point Arena Elementary	Mendocino	Aug. 21	Dec. 20	--	Jan. 6	May 15
Point Arena Union High	Mendocino	Aug. 19	Dec. 20	--	Jan. 6	May 22
Pomona	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
Porterville	Tulare	Sept. 10	Jan. 31	April 13	Feb. 3	June 5
Red Bluff Union High	Tehama	Sept. 10	Jan. 24	April 10-13	Jan. 27	June 5
Redding Elementary	Shasta	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
Redlands	San Bernardino	Sept. 16	Feb. 7	April 6-10	Feb. 10	June 5
Redondo Beach Elementary	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
Redondo Union High (Redondo Beach)	Los Angeles	Sept. 2	Jan. 24	April 6-10	Jan. 27	June 12
Redwood City Elementary	San Mateo	Aug. 26	Jan. 24	April 6-10	Jan. 27	June 5
Redwood Valley Union Elementary	Mendocino	Sept. 23	Jan. 24	April 6-10	Jan. 27	June 15
Reservation Elementary (Covelo)	Mendocino	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 15
Richmond Elementary	Contra Costa	Aug. 26	Dec. 20	April 6-10	Jan. 6	June 12
Richmond Union High	Contra Costa	Aug. 26	Dec. 20	April 6-10	Jan. 6	June 12
Rio Vista Union Elementary	Solano	Sept. 3	--	April 6-10	--	June 5
Riverside	Riverside	Sept. 16	--	Mar. 30-Apr. 3	--	June 18
Round Valley Union High	Mendocino	Sept. 10	Jan. 24	--	Jan. 27	June 5

District	County	Fall semester		Spring vacation	Spring semester	
		Opening date	Closing date		Opening date	Closing date
✓ Sacramento	Sacramento	Aug. 26	Jan. 24	April 6-10	Jan. 27	June 12
✓ Salinas	Monterey	Sept. 3	Dec. 20	April 6-10	Jan. 6	June 5
✓ San Bernardino	San Bernardino	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 12
San Bernardino Valley Junior College	San Bernardino	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 12
San Bruno Park Elementary (San Bruno)	San Mateo	Aug. 26	Jan. 24	April 6-10	Feb. 3	June 12
✓ San Diego	San Diego	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 12
✓ San Francisco	San Francisco	Aug. 26	Jan. 24	April 6-10	Jan. 27	June 19
San Gabriel Elementary	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
✓ Sanger Elementary	Fresno	Sept. 16	Jan. 31	April 10-13	Feb. 3	June 2
✓ San Jacinto	Riverside	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 5
✓ San Jose	Santa Clara	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
✓ San Juan Union High	Sacramento	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 2
✓ San Lorenzo Elementary	Alameda	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 12
✓ San Luis Obispo	San Luis Obispo	Sept. 3	Jan. 31	April 6-10	Feb. 3	June 5
✓ San Marino City Elementary	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
✓ San Mateo Elementary	San Mateo	Aug. 26	Jan. 24	April 6-10	Feb. 3	June 12
✓ San Mateo Union High	San Mateo	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 12
✓ San Mateo Junior College	San Mateo	Aug. 26	Jan. 17	April 6-10	Jan. 27	June 5
✓ San Rafael	Marin	Aug. 26	Jan. 24	April 6-10	Jan. 27	June 19
✓ Santa Ana	Orange	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
✓ Santa Ana Junior College	Orange	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 18
✓ Santa Barbara	Santa Barbara	Sept. 3	Feb. 15	April 13	Feb. 18	June 19
✓ Santa Clara	Santa Clara	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 19
✓ Santa Cruz	Santa Cruz	Sept. 3	Jan. 30	April 6-10	Feb. 3	June 12
✓ Santa Maria Elementary	Santa Barbara	Aug. 26	Jan. 17	April 13-17	Jan. 20	June 12
✓ Santa Monica	Los Angeles	Sept. 16	Feb. 7	April 6-10	Feb. 10	June 19
✓ Santa Paula Elementary	Ventura	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 12
✓ Santa Paula Union High	Ventura	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 12
✓ Santa Rosa	Sonoma	Sept. 16	Feb. 7	April 6-10	Feb. 10	June 19
✓ Batfley Elementary	Ventura	Sept. 16	Jan. 24	April 6-10	Jan. 27	June 19
✓ Sausalito Elementary	Marin	Aug. 26	Jan. 24	April 6-10	Feb. 3	June 5
✓ Selma Elementary	Fresno	Sept. 23	Jan. 31	April 6-10	Jan. 20	May 29
✓ Simi Valley Union Elementary	Ventura	Sept. 3	Jan. 17	April 6-10	Jan. 3	June 12
✓ Sonoma Valley Union High	Sonoma	Sept. 10	Dec. 20	April 6-10	Feb. 10	June 19
✓ South Pasadena	Los Angeles	Sept. 16	Feb. 7	April 6-10	Jan. 20	May 29
✓ South San Francisco Elementary	San Mateo	Aug. 26	Jan. 15	April 6-10	Jan. 20	June 12
✓ South San Francisco High	San Mateo	Aug. 22	Jan. 17	April 6-10	Jan. 20	May 29
✓ South Santa Anita Elementary (Temple City)	Los Angeles	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 12
✓ South Whittier Elementary (Whittier)	Los Angeles	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 12
✓ Standard Elementary (Oildale)	Kern	Sept. 10	Jan. 24	April 10-13	Jan. 27	June 5
✓ Stockton	San Joaquin	Sept. 3	Jan. 31	April 6-10	Feb. 3	June 19
✓ Sunnyvale Elementary	Santa Clara	Sept. 16	Dec. 24	April 6-10	Jan. 3	June 12
✓ Sweetwater Union (National City)	San Diego	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 12
✓ Taft	Kern	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
✓ Tulare	Tulare	Sept. 10	Jan. 24	April 10	Jan. 27	June 1
✓ Vaca Valley	Solano	Sept. 16	Jan. 24	April 6-10	Jan. 27	June 12
✓ Vallejo	Solano	Aug. 26	Jan. 24	April 6-10	Jan. 27	June 12
✓ Ventura	Ventura	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 5
✓ Ventura Union High	Ventura	Sept. 3	Jan. 24	April 6-10	Jan. 27	June 5
✓ Victor	San Bernardino	Sept. 10	Dec. 20	April 6-10	Jan. 6	June 3
✓ Visalia	Tulare	Sept. 10	Dec. 20	April 9, 10	Jan. 3	June 5
✓ Wasco Union Elementary	Kern	Sept. 10	Jan. 24	April 9, 10	Jan. 27	June 12
✓ Watsonville Elementary	Santa Cruz	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
✓ Watsonville Union High	Santa Cruz	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
✓ West Whittier Elementary (Whittier)	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
✓ Westwood	Lassen	Sept. 3	Jan. 24	April 6-10	Jan. 27	May 29
✓ Whittier Elementary	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
✓ Whittier Union High	Los Angeles	Sept. 10	Jan. 24	April 6-10	Jan. 27	June 12
✓ Willits	Mendocino	Sept. 2	Dec. 20	April 6-10	Jan. 6	May 29
✓ Willowbrook Elementary	Los Angeles	Sept. 16	Jan. 31	April 13-17	Jan. 27	June 5
✓ Willow Glen Elementary (San Jose)	Santa Clara	Sept. 16	Jan. 31	April 6-10	Feb. 3	June 12
✓ Willow-Lima Union Elementary (Ukiah)	Mendocino	Sept. 16	Dec. 20	April 6-10	Jan. 6	June 5
✓ Yreka Elementary	Siskiyou	Sept. 3	Dec. 20	April 10	Jan. 6	May 22
✓ Yuba Elementary (Yuba City)	Sutter	Sept. 10	Jan. 31	April 10	Feb. 3	June 5
✓ Yuba County Junior College (Marysville)	Yuba	Sept. 10	Jan. 31	April 6-10	Feb. 3	June 10

EDUCATIONAL BROADCASTS

Education Today

The following dramatic sketches will be presented under the auspices of the State Department of Education on its radio program, *Education Today*. These productions will be directed by Norman Field and will be broadcast over station KGO Saturday evenings from 6.45 to 7 p.m.

- September 7—Fishing
- September 14—A Visit to a Nursery School
- September 21—The Nursery School and Parent Development
- September 28—The Effect of the Nursery School on the Home
- October 5—A Mother Visits the Kindergarten

Dramatized Educational Program

The following dramatized educational programs are called to the attention of educators. They are prepared especially to aid in classroom instruction and are given under the auspices of the Division of Adult Education, State Department of Education, under the Emergency Education Program.

NEW TRAILS, STATION KSFO, 2:30 P.M.

- September 7—Columbia, the Mining Camp That Was Nearly the Capitol of California
- September 14—The Story of Bret Harte
- September 21—The Story of Bret Harte, *Continued*
- September 28—The Story of Bret Harte, *Continued*
- October 5—The Story of Black Bart, Outlaw Extraordinaire

ADVENTURES IN SCIENCE, STATION KLX, 8:30 P.M.

- September 6—The Story of Charles Darwin, *Continued*
- September 13—The Story of Charles Darwin, *Continued*
- September 20—The Story of Louis Pasteur
- September 27—The Story of Louis Pasteur, *Continued*
- October 4—The Story of Louis Pasteur, *Continued*

CALIFORNIA HISTORY, STATION KROW, 1:30 P.M.

- September 4—The Discovery of Gold
- September 11—The Discovery of Gold, *Continued*
- September 18—Early Gold Discoveries
- September 25—Judge Lynch
- October 2—The Story of the Goldminer

You and Your Government

The series of broadcasts on You and Your Government offered by the National Advisory Council on Radio in Education will be continued over stations KECA, KFSD, and KGO from 3:45 to 4:00 p.m. as follows:

- September 3—Sales Tax—Pro and Con; Henry F. Long, Commissioner of Corporations and Taxation, Massachusetts; and Daniel Bloomfield, Manager, Retail Trade Board of Boston.
- September 10—Federal Taxation and Business Recovery; Frank R. Kent, Vice president, *The Baltimore Sun*.
- September 17—Coordinated Tax Administration; John G. Winant, former Governor of New Hampshire; Assistant Director of the International Labor Office.
- September 24—Harmonizing the Tax System; Fred R. Fairchild, Professor of Political Economy, Yale University.

Standard School Broadcast and Symphony Hour

The comprehensive Standard School Broadcast course in music appreciation will be resumed October 10, 1935. The musically illustrated lessons will continue to be given on Thursday mornings, the elementary from 11:00 to 11:20 a.m. and the advanced from 11:25 to 11:45 a.m. The Standard Symphony Hour concerts will be presented on Thursday evenings from 8:15 to 9:15 p.m. and as in past years it will be closely affiliated with the school broadcast.

The music broadcast for the year is divided into two semesters and each semester is divided into periods devoted to the main branches of music study, theory, history, characterization, and correlation of music.

The *Standard School Broadcast Manual* contains suggestions for the most effective use of the broadcast, a full outline of the year's course for ready reference, a digest and background material for each lesson, suggestions for correlation of music study with the study of art, literature, drama, and the social sciences, synopses of stories told in relation to music presented, and index and biographical notes on composers discussed. Copies of the *Manual* are available free of charge to any accredited Pacific coast teacher or Parent-Teacher listening group leaders who will use it in conjunction with the school broadcast or the symphony hour. Requests for the *Manual* must be made through the principal or head of a school or through a Parent-Teacher group leader. Request forms are sent to all Pacific coast schools and additional forms may be obtained from the Standard School Broadcast, 225 Bush Street, San Francisco.

Selected Educational and Entertainment Radio Programs¹

SUNDAYS

8:00- 8:30 a.m.—Salt Lake City Tabernacle; The Tabernacle Choir and Organist. CBS.

8:45- 9:00 a.m.—Transatlantic Bulletin; International Speakers on World Affairs. CBS.²

9:30-10:00 a.m.—Highlights of the Bible. KPO, KECA, KFSD.

10:00-10:30 a.m.—Bible Dramas. KPO, KFI, KFSD.

10:30-11:30 a.m.—NBC Light Opera. NBC.³

5:00- 6:00 p.m.—America's Hour. CBS.

6:15- 6:30 p.m.—Wonders of the Earth, by Henry Hyde. KGO.

8:30- 9:00 p.m.—One Man's Family. NBC.

9:30-10:00 p.m.—Reader's Guide, by Joseph Henry Jackson. NBC.

MONDAYS

9:30-10:00 a.m.—The New World. KPO, KECA, KFSD.

10:15-10:30 a.m.—Radio Reporter. KPO.

1:30- 1:45 p.m.—Alice in Orchestra; musical dramatization. KPO, KFSD.

6:30- 6:45 p.m.—Safety First. KGO.

8:00- 8:15 p.m.—Stanford University Program. KGO.

9:00- 9:15 p.m.—Headlines of the Past, by John Nesbitt. KFRC, KHJ.

¹ Programs subject to change.

² CBS Chain: KFRC, KHJ, KMJ, KWG, KDB, KERN, KFBK, KGB

³ NBC Chain: KPO, KFI, KFSD, KECA, KGO.

TUESDAYS

- 12:30-12:45 p.m.—Wonders of Science. CBS.
3:45- 4:00 p.m.—You and Your Government. National Advisory Council. NBC.
5:30- 6:30 p.m.—Waring's Pennsylvanians. CBS.
8:00- 8:15 p.m.—California State Chamber of Commerce Program. KGO.
8:00- 8:30 p.m.—San Francisco Symphony. CBS.
8:30- 9:00 p.m.—Death Valley Days. NBC.
9:00- 9:15 p.m.—Headlines of the Past, by John Nesbitt. KFRC, KHJ.
9:30-10:00 p.m.—Family Life; University of California. CBS.

WEDNESDAYS

- 9:30-10:00 a.m.—California Federation of Women's Clubs. KPO, KECA, KFSD.
10:15-10:30 a.m.—Radio Reporter. KPO.
1:30- 2:30 p.m.—Early Californians, by Alameda City Schools. KROW.
4:00- 4:30 p.m.—One Man's Family. NBC.
5:45- 6:00 p.m.—Education in the News. NBC.
7:30- 7:45 p.m.—Agriculture Today. KGO.
7:45- 8:00 p.m.—Strange as it Seems. KFRC, KHJ.
7:45- 8:15 p.m.—Californians on Parade. KGO.
9:00- 9:15 p.m.—Headlines of the Past, by John Nesbitt. KFRC, KHJ.

THURSDAYS

- 3:45- 4:00 p.m.—Let's Go to Europe Travelogues. KFRC, KHJ.
5:00- 5:30 p.m.—Children's Hour. KGO.
5:15- 5:30 p.m.—Charles Hanson Towne, Commentator. CBS.
7:15- 7:30 p.m.—Sportsman's Corner, by Gene Sullivan. KYA.
7:30- 8:00 p.m.—National Radio Forum, from Washington, D. C. KGO.
7:30- 8:00 p.m.—Winning the West. NBC.
8:15- 9:15 p.m.—Standard Symphony Hour. NBC.
9:30- 9:45 p.m.—Book Parade. KPO.

FRIDAYS

- 10:15-10:30 a.m.—Radio Reporter. KPO.
12:00-12:15 p.m.—State Department of Agriculture. KGO.
12:45- 1:30 p.m.—Commonwealth Club Luncheon Talks. KGO.
3:45- 4:00 p.m.—Anatomy of Health; University of California. CBS.
4:00- 4:30 p.m.—S E R A Symphony. KFRC.
4:30- 5:00 p.m.—For Girls and Boys Only. KGO.
6:30- 6:45 p.m.—Mindways: Stories of Human Behavior. KGO.
7:30- 7:45 p.m.—News Behind the News, by Chester Rowell. KGO.
7:45- 8:00 p.m.—Strange as it Seems. KFRC, KHJ.
9:00- 9:15 p.m.—Headlines of the Past. CBS.

SATURDAYS

- 2:00- 2:15 p.m.—The Political Situation in Washington. CBS.
3:00- 4:00 p.m.—San Francisco Symphony. CBS.
3:05- 3:15 p.m.—The Art of Living. KGO.
6:45- 7:00 p.m.—Education Today; Recreation Dramatization. KGO.

DAILY EXCEPT SUNDAY

- 9:15- 9:30 a.m.—Looking Forward. CBS.

DAILY EXCEPT SATURDAY AND SUNDAY

- 1:30- 1:45 p.m.—University of the Air. Programs by University of Southern California. KFRC, KHJ.
6:30- 6:45 p.m.—March of Time. CBS.

PROGRESSIVE EDUCATION ASSOCIATION, REGIONAL CONFERENCES

Two educational conferences of unusual significance are to be held simultaneously in Los Angeles and Oakland, Friday and Saturday, October 18-19, 1935, under the sponsorship of the Progressive Education Association. Robert Lane, Assistant Superintendent of Schools, Los Angeles, is general chairman of the committee on arrangements for the Los Angeles meeting. Dean Grayson Kefauver of Stanford University is serving in a similar capacity for the Oakland meeting.

In Oakland the tentative arrangements now being formulated indicate plans for sessions during the day of October 18, for administrators and supervisors; with general meetings for teachers and interested citizens in the evening, and on October 19. In Los Angeles, an additional session is planned for Sunday morning, October 20.

Among the leaders of the regional conferences from out of the state are Dr. Laura Zirbes and Dr. Rudolph Lindquist, Ohio State University; Dr. Lois Coffey Mossman, Dr. Goodwin Watson, Dr. Harold Rugg of Teachers College, Columbia University; Willard Beatty, formerly Superintendent of Schools, Bronxville, New York; Dr. Caroline Zachary and Dr. Frederick Redefer, Executive Secretary of the Progressive Education Association.

Further details concerning the conferences may be secured from Mr. Lane and Dr. Kefauver.

NEW YEARBOOK OF DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

The Department of Elementary School Principals of the National Education Association announces the publication of the Fourteenth Yearbook of the Department entitled *Socializing Experiences in the Elementary School*. The volume will be off the press about September 15. Copies may be purchased from the Department for \$2 per single copy and at a discount in quantity lots.

It is believed this publication will be of service in teachers meetings, educational conferences, and in the preparation of elementary school principals.

PAN AMERICAN CHILD CONGRESS

The Children's Bureau of the United States Department of Labor announces the seventh Pan American Child Congress which is to meet in Mexico City, October 12-19, 1935. The Congress will deal with child hygiene, social welfare, medical pediatric problems, surgical and orthopedic pediatric problems, legislation, and education.

Those interested in attending the conference may secure full information concerning it by addressing Katherine Lenroot, Chief of the Children's Bureau, Washington, D. C.

THEODORE ROOSEVELT

Sunday, October 27, 1935, will mark the seventy-seventh anniversary of the birth of Theodore Roosevelt. His life of distinguished service to his country may well be commemorated in the public schools of California.

The Woman's Roosevelt Memorial Association, Roosevelt House, 28 East Twentieth Street, New York, N. Y., will be glad to furnish upon request copies of a suggested program to be used in commemorating the anniversary of his birth.

GEOGRAPHIC NEWS BULLETIN

The *Geographic News Bulletin*, National Geographic Society weekly bulletin for teachers, is being issued for the current school year. Each issue consists of five bulletins with illustrations and maps. The bulletin helps to keep teachers informed of geographic changes that constantly go on in all parts of the world, altered boundaries, explorations, new place names, economic developments. In addition, the bulletin, illustrated from the picture files of the society, interprets world news of peoples, places, industries, and customs.

The bulletin is published for thirty weeks of the year and will be forwarded for the full time to teachers for twenty-five cents to cover mailing costs for the thirty weeks. Subscriptions should be sent to the National Geographic Society, 16 and M Streets, N. W., Washington, D. C.

PRIZE WINNER

Doyt Early, Architect in the Division of Schoolhouse Planning, State Department of Education, was awarded first prize in water colors with his picture, "Boulder Dam," exhibited at the State Fair. Mr. Early has also designed the covers for *California Schools* for the past two years.

REVIEW OF EDUCATIONAL RESEARCH

The attention of readers is directed to the *Review of Educational Research*, a quarterly publication issued by the American Educational Research Association, a department of the National Education Association. The *Review of Educational Research* covers practically all research studies in the following fields: school organization; teacher personnel; finance and business administration; school buildings, grounds, equipment, apparatus, and supplies; the legal basis of education; methods and technics of educational research; pupil personnel,

guidance, counseling; mental and physical development; special methods and psychology in the elementary school; psychology and methods in the high school and college; tests of intelligence and aptitude; educational tests and their uses; tests of personality and character; the curriculum; learning, teaching, and supervision. The articles found in this publication are written by persons of authority in the particular fields discussed.

This publication will be found valuable not only by persons engaged in educational research, but also by administrators, supervisors, and teachers.

PROFESSIONAL LITERATURE

REVIEWS

Materials of Instruction. Eighth Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association. New York: Teachers College, Columbia University, 1935. Pp. xi + 242.

The new Yearbook of the Department of Supervisors and Directors of Instruction should be an indispensable volume on the supervisor's desk justifying its place in terms of the hours of library work it will obviate by providing readily accessible reference to answer the supervisor's many questions related to materials of instruction.

A Yearbook limited to such a subject might easily have degenerated into a mere elaborated catalog of materials, but under the able chairmanship of Dr. Fannie W. Dunn the committee has produced an interpretation of a modern educational philosophy in terms of the materials used. The chairman points out in the preface that the Yearbook is intended to displace neither the work of Rose B. Knox in her *School Activities and Equipment* for the elementary schools, nor the *Enriching Teaching Series* in which Maxie N. Woodring has rendered a similar service on the secondary school level.

The point of view of the Yearbook Committee is expressed by Dr. Dunn in Chapter I. She points out that changing conditions are factors in demanding new types of instructional materials. Modern transportation and communications have annihilated distance making the first-hand experiences of a child entirely inadequate to build needed social understandings. The unselected character of the school population makes unsuitable a merely academic type of instruction. The success of the school in serving to socialize the population will be greatly dependent upon the availability of materials extended considerably beyond the requirements of a school in a simpler social organization.

The most valuable service rendered by the Yearbook is again Dr. Dunn's contributions of Chapter II, *The Environment as a Primary Source of Materials of Instruction*. The importance of first-hand experiences is widely recognized in modern education. Dr. Dunn says:

. . . the environment affords opportunities for first-hand experience and contacts which are basal to understanding of verbal accounts of more remote situations, and which afford data of a most useful type for general ideas of clear and vivid quality.

This chapter presents illustrations of the use of environmental resources in a typical industrial community, in a country school, and in an Indian school. A useful list of community resources for educative activities in country schools will not only be suggestive to rural supervisors and teachers but may suggest a technique for analyzing the educative resources of urban communities. The trend in elementary education toward greater emphasis on experiences in the field of natural science is recognized by a thorough treatment of the use of natural science resources.

Chapter III, *Extension of the Immediate Environment Through the Educational Service of Books*, illustrates how the child's immediate environment is extended and enriched through the adequate use of well selected books and

gives the superintendent or supervisor the necessary guidance to recognized sources in relation to book selection, childrens literature, the library, evaluation of reference books and textbooks, and childrens periodicals.

The use of Modern Aids for Experiences in Learning is the material of Chapter IV. Field trips of all types greatly enrich the understanding of children. Simple excursions in the immediate community, to local industries, to study typical land forms, vocational field studies rank high as first-hand experiences. Other modern aids discussed rather briefly in the chapter are the use of specimens including raw materials, samples, exhibits, museum groups; models in the form of casts and replicas; pictures including still pictures, lantern slides, motion pictures, and sound motion pictures; and maps, charts, globes, graphs, and posters.

The Materials of Instruction for Fine and Practical Arts constituting Chapter V is too brief for an adequate treatment of the materials in this important area of experience. The materials used in color, textiles, clay, metal, records, leather, wood, and food are discussed. A more extended presentation of the care of these materials in the classroom would have added materially to the value of the chapter.

A survey of present practices in representative school systems of administration and management of materials is presented in Chapter VI. The point of view of the chapter is that enough material should be supplied so that each child may have sufficient to achieve his purposes efficiently; these materials should be provided free. Such a cost is not excessive being estimated at not in excess of \$5 per child per school year. The administrative procedure for purchasing and administering materials is carefully worked out. The policies presented in this chapter would if generally applied in all school systems eliminate waste, provide for effective management of materials, and increase instructional efficiency.

Chapter VII, Selection and Organization of Materials of Instruction, indicates the importance of supervisors helping teachers to develop a sensitivity to materials which may be obtained to supplement textbooks. Such types of materials are bulletins, pamphlets, catalogs, magazines, newspapers, posters, maps and charts from travel bureaus, prints and pictures, tapestries and hangings, exhibits, properties and costumes, programs, reviews, biographical sketches, mimeographed units of work, annotated bibliographies. Criteria are developed for the selection of materials: (1) based on appropriateness to experiences or problems being considered by the group; (2) leading to an understanding of fundamental concepts and principles; (3) within range of understanding of group; (4) providing for individual differences in ability, interest, and need; (5) to help children grow in self-direction in choice and evaluation of materials; (6) valid in the light of known truths and facts; (7) differentiated between those having permanent and those having temporary or passing interest; (8) having balance and variety in types of material; and (9) having appropriate mechanical make-up. The development of a materials bureau is strongly recommended.

The Supervisor's Relation to Improvement of Materials of Instruction, is Chapter VIII of the Yearbook. A study was made to determine what supervisors are doing to provide better and more adequate instructional materials and what the functions of the supervisor should be in relation to this responsibility. Sixty cooperating supervisors provided the basic data for this study. This chapter is replete with practical suggestions of immediate interest to all supervisors.

Thirty pages are devoted to the Appendix including such material as (1) bibliographies of sources of supplementary teaching aids, (2) bibliographies of books for children and youths; (3) bibliography of studies of reading interests and activities of children; (4) books for childrens use in fine and practical arts; (5) directory of publishers; (6) state library extension agencies; (7) state visual education centers.

This Yearbook maintains the high professional standard of previous publications of the Department and contributes a valuable addition to a growing literature which shows supervision functioning in relation to a progressive philosophy of education.

HELEN HEFFERNAN

BLANCHE E. WEEKES. *Literature and the Child*. New York: Silver, Burdett and Company, 1935. Pp. v+456.

Literature is receiving increasing emphasis in the experience of children of elementary school age not only as a result of the guidance by classroom teachers but because of the work of childrens librarians and the increasing interest of parents in giving effective direction to the reading of their children. This book is intended to give guidance to those responsible for making selection of childrens books or for guiding children in their own choices.

Three tendencies have affected the selection of literature; the first has been to give undue regard to reading material which has come down through the years regardless of the values the material has had for the child reader, the second has been to assume that literature which was good for children of one generation must be good for children of the next regardless of the changing interests and experiences of children, and a third, to require that literature for children contribute to moral growth. Literature for children should be that material, old or new, which children can understand, enjoy, and appreciate, and which therefore leads to rich, vicarious experiences and a permanent interest in reading.

The basic criterion in the selection of literature is the child's own reading preferences. The child should have complete freedom of choice but some guidance in the form of suggestions, not prescription, is probably desirable during those years when taste is being formed. Studies in children's interests in reading reveal that interests are so wide and various that it is safer to think in terms of a *child's* reading interests. The studies of Terman and Lima; Uhl; Jordan; Gates, Peardon, and Sartorius; Dunn, give some guidance in the field of selection. A good book for a child should be true, that is, portray life as it is or as it can be; any moral should be inherent in the story; must be written in fine English with good craftsmanship; must be simple and dramatic, and must fulfill the standard requirements of size and style of type, margins, illustrations, paper, and binding. A good book is one excellent in content and attractive in physical appearance.

The author develops an interesting history of childrens literature. Little literature was written for children until the later half of the Eighteenth Century although such notable contributions as *The Horn Book*, the *New England Primer*, the *Blue Back Speller*, Bunyan's, *The Pilgrim's Progress*, *Aesops Fables* and Swifts', *The Travels and Adventures of Captain Lemuel Gulliver* appeared in preceding centuries. The publication by John Newberry of the *Lilliputian Library* early in the Eighteenth Century marks the beginning of a distinct literature for children. The early literature was moralistic and didactic; later the fantastic type received greater emphasis, to be followed by many books concerning children in other lands. Of late, realistic books dealing with factual material and the experiences of present day children seem to be receiving considerable attention.

Traditional literature in the form of folklore and fable is interestingly treated, particularly Greek, Roman, and Norse mythology. The history of folk tales beginning with Charles Perrault, probably the first recorder of the *Mother Goose* tales, emphasizing the work of the brothers Grimm; the *Jatakas*, the collection of Indian fables, probably the oldest collection extant; *Aesop's Fables*; the ballads and epics; and *Robin Hood*.

The historical approach has also been utilized in the discussion of illustrators of childrens books. Some attention is given to the criteria for judging illustrations based on the studies of Dr. Florence Bamburger, and others. The modern illustrators are discussed and outstanding books they have illustrated are mentioned.

The author devotes two chapters to those who write poetry for children. The poetry suggested is good in form and content and has satisfied the basic criteria in selecting poetry, namely, children have enjoyed it.

The question of method in teaching poetry and prose is well treated in three chapters. Specific methods are suggested for the teacher to guide children into an appreciation of the different types of literature.

A final chapter is devoted to creative self-expression. The point of view is expressed that all human beings have some creative capacity and self-expression

is essential in the complete development of the individual. The urge to create must come from within the child. Literature is a great source of stimulation for such an urge. The stories and poems written by other children are powerful incentives to the desire to create and should be used freely by the teacher. Attempts to create should be entirely recreatory and have no compulsion. The teacher is interested in the effort at producing rather than the product; there should be no sense of failure. On the other hand, promiscuous, injudicious praise is to be avoided if the child is to develop standards. Important as the creative side is, the teaching of literature should accomplish the other equally significant goals of developing a desire to read as a worthy leisure occupation, of continuously enriching the child's experience, of widening interests and enriching tastes.

One of the outstanding values of this book is in the classified list of books for children which occupies fifty-five pages of the appendix. This material makes the book a valuable source of information for teachers in service. The book would make a valuable text in a college course in children's literature, not only because it is a comprehensive text but also because of the reference readings and suggestions appended to each chapter.

HELEN HEFFERNAN

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DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

This month, *California Schools* presents a complete directory of the professional staff of the State Department of Education. Particular attention is directed to the personnel in the Bureau of Trade and Industrial Education, Bureau of Agricultural Education, Bureau of Homemaking Education, to the supervisors of the emergency education program, to the membership of the State Curriculum Commission, to the Commission of Credentials, and to the Correspondence Extension Service, not regularly carried in *California Schools*.

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